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BOSTON PUBLIC SCHOOLS

ANNUAL REPORT OF THE SUPERINTENDENT

DECEMBER, 1935

BOSTON
PRINTING DEPARTMENT
1935

BOSTON, December 2, 1935.

To the School Committee of the City of Boston:

I have the honor to submit herewith the fifty-third annual report of the Superintendent of Public Schools.

This report covers the school year ending August 31, 1935.

Respectfully submitted,

PATRICK T. CAMPBELL,
Superintendent of Public Schools.

(1,250-12-2-'35.)

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SCHOOL MEMBERSHIP

The following table shows the total registration, the average number belonging, and the average attendance of pupils in the Boston public schools during the school years 1932–33, 1933–34, and 1934–35.

	Total Registration			Average Membership			Average Number Attending		
	School year ending June 30			School year ending June 30			School year ending June 30		
	1933	1934	1935	1933	1934	1935	1933	1934	1935
Teachers College of the City of Boston.	600	600	573	572	560	556	545	538	539
High and Latin	30,921	32,478	33,179	28,080	29,137	29,925	26,007	27,027	27,457
Elementary Grades	101,111	99,778	98,663	93,496	92,774	91,747	87,152	86,654	85,258
Kindergartens	12,090	12,787	10,467	10,412	10,192	8,795	8,585	8,299	7,303
Totals	144,722	145,643	142,882	132,560	132,663	131,023	122,289	122,518	120,557
Special Schools	3,694	4,146	4,173	2,961	3,081	3,205	2,673	2,761	2,869
All Day Schools (except Continuation and Day School for Immigrants).	148,416	149,789	147,055	135,521	135,744	134,228	124,962	125,279	123,426
Evening High	8,886	9,085	9,124	5,513	5,338	5,107	4,382	424	4,004
Evening Elementary	4,415	4,673	4,812	2,655	2,582	2,607	2,230	2,138	2,145
Boston Trade School (Evening Classes).	1,212	1,304	1,522	739	799	955	610	649	788
Totals, Evening Schools.	14,513	15,062	15,458	8,907	8,719	8,669	7,222	7,001	6,937
Continuation School *	2,136	1,281	804	445	298	210	396	257	190
Day School for Immigrants.	751	645	636	459	393	386	379	327	321
Totals of all Schools,	165,816	166,777	163,953	145,332	145,154	143,493	132,959	132,864	130,874

* Represents number of children between the ages of fourteen and sixteen who are not enrolled in any regular day school.

FINANCIAL STATEMENT

The following table copied from the report of the Business Manager summarizes concisely the expenditures for maintenance of public schools; for repairs and alterations of school buildings; for the cost of land and new buildings (exclusive of interest, sinking fund and serial debt requirements); and exclusive of pensions to teachers and others, who are members of the Boston Retirement System; for the period beginning January 1, 1934, and closing December 31, 1934.

Salaries of administrative officers, clerks, stenographers, supervisors of attendance and other employees	$353,222 77
Salaries of principals, teachers, members of the supervising staff and others	10,645,874 76
Salaries of custodians and salaries of matrons	803,086 76
Fuel and light (including electric current for power)	449,651 85
Supplies and incidentals	813,943 70
Pensions to supervisors of attendance and pensions to custodians	1,119 96
Pensions to veterans	6,412 23
Promoting the Americanization and better training for citizenship of foreign-born persons	21,155 10
Vocational guidance	44,721 68
Physical education (salaries of teachers, members of the supervising staff and others and supplies and incidentals — day schools and playgrounds)	205,835 05
Salaries of school physicians, salaries of school nurses and care of teeth	196,288 13
Extended use of the public schools (salaries and supplies and incidentals)	67,802 89
Pensions to teachers	125,660 83
Alterations, repairs, furniture and fixtures	1,195,045 91
Lands, plans and construction of school buildings	819,367 48
Totals	$15,749,189 10

ALTERATIONS AND REPAIRS FINANCIAL YEAR 1935

Amount available for Alterations and Repairs — (91 cents),	$1,587,913 15
Amount appropriated:	
Administration Expenses	$172,441 50
Repairs and Alterations	1,037,558 50
Total amount appropriated for Alterations and Repairs, including Administration Expenses	$1,210,000 00 (69 cents)

LAND AND BUILDINGS FINANCIAL YEAR 1935

Amount available for Land and Buildings — (68 cents)	$1,186,572 12
Amount appropriated:	
Administration Expenses	$84,225 00
Rent for Hired Quarters	35,775 00
Total amount appropriated for Land and Buildings, including Administration Expenses	$120,000 00 (7 cents)

BUILDING PROGRAM

By provision of the State law the School Committee may, in any year, appropriate for the purchase of land and the construction of new school buildings 68 cents for each $1,000 of the average valuation of the city for the three preceding years. Had the School Committee exercised its right under this law it could have appropriated for this purpose $1,186,572.12. As this sum could only be raised by taxation, it would have added $15 to the tax rate and would have increased by a great sum the burden of the taxpayers. The Committee voted that no funds should be appropriated from this source save the $120,000 necessary to defray the maintenance charges of the Department of Schoolhouses charged to the account of Land and Buildings.

The construction of necessary school buildings was, however, made up by funds supplied in part by the Federal Treasury through the Public Works Authority, and during the year one unit of the new Intermediate School building in South Boston has been completed and will be occupied at the opening of the new school year. The Department of School Buildings promises that the whole structure will be ready for occupancy not later than February 1, 1936. In this building will be housed all the girls of the seventh, eighth, and ninth grades in South Boston and we shall be able to abandon several obsolete buildings and devote others to special uses.

In the annual report for 1934, the unnecessary delay in the preliminary steps looking to the erection of a new Intermediate School building in the Washington Irving District and the construction of an addition to the Robert Gould Shaw building on Mt. Vernon street was reported in detail. Unfortunately the delay was very costly, as the prices for material had risen sharply in the year which elapsed between the signing of the contract for the South Boston school and awarding of the contract for the Washington Irving Intermediate, so that the Department of School Buildings was compelled to eliminate many refinements from the plans in order to bring the cost within the sum allotted. I am happy to report that this building, facing Cummins Highway, is rapidly taking shape and will be ready for occupancy, we expect, in April, 1936.

At that time we plan to transfer the Washington Irving School to the new building, so that the Department of School Buildings may fit the present building on Poplar and Hawthorne streets for the new West Roxbury High School, which will be organized in September, 1936.

The delay in deciding the plans for West Roxbury had a much more serious effect upon our plans for the Robert Gould Shaw building. An additional handicap was the action of the State Emergency Finance Commission in ruling that we did not need the sixteen rooms which we had planned and that the project must be cut to a twelve-room addition and the $400,000 allotted by the Federal Authority must be cut to $300,000, although the sum of $325,000 was finally granted. When the bids were opened it was found that the lowest bid was $508,000, or $173,000 more than the appropriation. We cut the plans further by eliminating the gymnasium which we had hoped to place under the enlarged assembly hall, and by foregoing nearly all the changes in the heating plant. Still the lowest figure was $397,000. In desperation the plans were again cut to leave only the twelve-classroom addition.

To complete this truly meager plan it was necessary to ask the Emergency Committee to approve a transfer of $40,000 from the South Boston project to the construction of the Robert Gould Shaw Annex. This proposition and the amended plans are now before the Federal Authorities and if approved will come before the School Committee, which will make the appropriation of $40,000 by transfer so that the project may finally be undertaken. This intolerable delay is due wholly to the opposition raised by various organizations in West Roxbury, for the School Committee has power only to designate the district in which the building shall be erected and to appropriate the necessary funds. Each of these duties the Committee carried out promptly. If the Federal Authorities give their approval we shall initiate building operations at once.

In the closing days of the session of Congress a relief measure was passed placing at the disposal of the President a great sum of money for work relief. A generous part of this fund was allotted to the construction of public buildings, and city and state governments were urged to present projects for approval. As all contracts must be let before December 15, 1935, haste was essential.

At the request of the School Committee the Board of Apportionment prepared a complete program of all the school construction which was considered desirable and necessary. The Committee after careful consideration of the report selected ten projects listed below which were to their minds most necessary and could be brought within the three and one-half millions, the limit set by the F. P. W. A.

1. New Intermediate Building in Phillips Brooks District.
2. New Special Class Center to replace Luey Stone School.
3. Addition to South Boston High School.
4. Addition to High School of Practical Arts.
5. Addition to William Howard Taft Intermediate School.
6. Thirty-classroom Intermediate School, John Eliot Square, Roxbury.
7. Addition to Donald McKay Intermediate School.
8. Addition to Joseph H. Barnes Intermediate School.
9. Addition to Boston Trade School.
10. Addition to English High School.

The Federal Treasury offers to reimburse the City 45 per cent of the cost of labor and material. The services not included in these items must be met by the City so that the contribution of the F. P. W. A. amounts to $37\frac{1}{2}$ per cent of the total cost of the building.

The Superintendent of Construction in order to hasten the project at once secured architects who agreed to make the plans without contract solely on the promise that if the projects were approved the work would be assigned to them. Preliminary plans and descriptions were filed with the Federal Authorities and had not been released at the close of August. Each project must then run the gauntlet of the State Emergency Committee which may rule that the City should undertake a part or none of the program so that the final outcome is in doubt.

During the year the addition to the Joseph H. Barnes Intermediate School in East Boston, the addition to the East Boston High School, and the Joyce Kilmer Elementary School at the Baker Street School in West Roxbury were completed and were ready for occupancy at the close of the summer vacation.

One unit of the new Intermediate School in South Boston will be ready for the pupils when school opens in September.

The old building of the Shurtleff School was torn down during the summer and the foundation and first floor of the second unit was built.

Overcrowded conditions in the Roxbury Memorial High School (Boys) were remedied by studies prepared by Mr. James J. Mahar, engineer in the office of the Superintendent. By transferring the lunchroom to that part of the building given over to the unused swimming pool, we were able not only to provide an excellent lunchroom of greater capacity than the old but also to construct five regulation classrooms in the well-lighted space previously given over to the lunchroom. Changes in other parts of the building added six classrooms so that by this addition of six classrooms, Mr. Masterson will be able to care for his school for a number of years.

At the Dorchester High School for Boys the lunchroom accommodations have been dingy and cramped. Here, by alterations suggested by Mr. Mahar, with the cooperation of the Superintendent of Construction, Mr. William W. Drummey, we have been able to provide an attractive lunchroom which will seat not less than 400 boys. The importance of this change will be better appreciated when we recall that in the old lunchroom in this building there were no tables or chairs.

The growth of the Jeremiah E. Burke High School was so great that despite the fact that by changes in the building we were able to add five new rooms, the Committee was obliged to lease the building of the Menorah Institute on Elm Hill avenue for an annex to the school. We plan to make such reorganizations in the Roxbury-Dorchester district that we shall be able to give up this annex at the close of the next school year in June, 1936.

SCHOOL FINANCES

The matter of financing the School Department continues to be the most puzzling problem which the school authorities must solve. Through five lean years the schools have been maintained without serious curtailment. Four years ago the Vacation Schools were suspended and playground activities somewhat limited. The Evening Centers in the Department of Extended Use of School Buildings have been limited to two sessions instead of three per week. The appropriations for books and other supplies have been severely cut. The lack of funds compelled the Committee to curtail the Summer Review Schools.

No elementary summer review schools were opened during the summer of 1935 and only the Central Summer Review School at the English High School Building was maintained and only for seniors of the high schools who had failed to secure a diploma. Pupils of the ninth grade of the intermediate schools were allowed to attend the Summer Review High School or to enter the tenth grade of the high schools with conditions in the subjects in which they had failed. All other pupils who under the usual procedure would have been eligible for summer review school were promoted on trial. All pupils promoted on trial or with conditions must maintain a passing grade through December, or suffer the loss of the points covered by the subjects in which they had failed.

At best this is a very poor substitute for the full summer review program, and will result in not a little expense for re-educating those pupils who must repeat the work of the year in one or more subjects. It is the hope of all friends of the schools that we shall be able in the summer of 1936 to return to the full program which has proved so successful. The sums saved by these measures, while considerable, are insignificant when compared with the total budget of the department. Greater savings were made by direct salary reductions.

Annual increments to school teachers and others were suspended September 1, 1932. Under the provisions of chapter 121 of the Acts of 1933, the so-called Parkman Act, the salaries of all employees, both permanent and temporary, received prior to April 21, 1933, were on that date reduced as follows:

> Under $1,000 on an annual basis, 5 per cent reduction; ranging from $1,000 to $1,600, both inclusive, on an annual basis, 10 per cent reduction, but no salary in this group was reduced below $950; in excess of $1,600 on an annual basis, 15 per cent reduction, but no salary in this group was reduced below $1,440.

The yearly saving effected by these reductions in salaries of all employees under the control of the School Committee approximates $1,945,000 per year. These reductions were effective up to the end of December, 1934. The Legislature on the petition of the Mayor could continue the reduced salary scale for another year.

These reductions bore with redoubled force on the younger members of the teaching body who had not yet reached the

maximum salary of their ranks, because on September 1, 1932, the annual increments for school teachers and others were suspended so that with the passage of the Parkman Bill these employees suffered a double reduction as compared with their older fellows, who having reached their maximum might be expected to have borne the reductions with less hardship.

This injustice was recognized by the Mayor and on his petition the Legislature restored the annual increments on September 1, 1934, and thereafter the salary reductions were based on the higher salary schedule. The cost of this restoration approximated $250,000 in 1934 and a like amount in 1935, or for the budget of 1935 a total increase of $500,000 over the budget of 1933 for this item.

In the spring of 1934, the Mayor petitioned the Legislature for power to continue the salary reductions through 1935. This petition was denied with the advice that the request be repeated in January, 1935, when the financial condition of the City would be more clearly apparent.

This action of the Legislature placed the School Committee in a serious dilemma. As the annual budget covers parts of two school years, and since the salary schedule when once adopted cannot be changed by the Committee during the school year, at the moment September 1, 1934, to August 31, 1935, the Committee was faced with two difficulties.

If the Committee adopted the budget for 1935 on the lower base prevailing in August when the budget must be adopted for transmission to the assessors, they would be in the position of refusing a restoration of salaries as of January 1, even if the Legislature did not continue the provision of the Parkman Act while other city departments would be enabled to return to the higher schedule on that date.

The only solution seemed to be to adopt the salary schedule in two parts, at the lower rate for the period September 1 to December 31, 1934, and for the period January 1 to December 31, 1935, at the higher rate which had prevailed before the passage of the Parkman Law.

The Legislature on May 7, 1934, definitely rejected all petitions for a continuance of salary reductions after December 31, 1934, and definitely decided in favor of restoration of salaries. This action of the Legislature added approximately $2,000,000 to the School budget in 1935. The problem is

further complicated by the fact that in a period of three years the average valuation on which appropriations are based had dropped $240,000,000. Under the General Laws the Committee may appropriate on the basis of the average valuation of the City for the three preceding years,

For general school purposes	$7.20 on each $1,000
For land and buildings	.68 on each 1,000
For alterations and repairs	.91 on each 1,000
For physical education in day schools and playgrounds	.15 on each 1,000
For salaries of school physicians and school nurses	.12 on each 1,000
For extended use of the public schools	.04 on each 1,000
For pensions to teachers	.05 on each 1,000
For promoting Americanization	.03 on each 1,000
For vocational guidance	.03 on each 1,000

Exclusive of alterations and repairs and land and buildings the total appropriating power is $7.62 on each $1,000 of the average valuation. The average valuation on which appropriations would ordinarily be based for the year 1935 approximated $1,745,000,000. $7.62 on each $1,000 of this average valuation would provide approximately $13,300,000. To this the Committee is enabled to add its unexpended balances for the year 1934 plus the estimated income for the year 1935. The unexpended balances and estimated income provide a sum of approximately $1,000,000. The amount derived from the $7.62 on each $1,000, viz., $13,300,000, plus the amount from unexpended balances and estimated income, viz., $1,000,000, gave a total of $14,300,000, which is at least $2,000,000 less than the amount necessary to maintain the School Department at its present status without considering the items necessary for expansion.

The Committee, therefore, petitioned the Legislature for an increase of appropriating power for general school purposes to $1.20 in each $1,000 of the average valuation of the City and $0.02 for salaries of school physicians, salaries of school nurses and care of teeth.

Many hearings were held by the Committee on Municipal Finance, which steadfastly resisted all efforts to bring about another salary reduction. Finally, the Committee on Municipal Finance reported to the Legislature a bill which consolidated the Land and Building and Maintenance appropriations

into one for the year 1935. The School Committee under this bill was empowered to appropriate for all purposes, including Alterations and Repairs and Land and Buildings, the sum of $10.07 in every $1,000 of valuation of the City for the current year. This resulted somewhat in favor of the schools since the valuation for the current year was slightly in excess of the average for the last three years.

The School Committee in 1935 adopted a budget amounting to $16,093,100 exclusive of land and buildings and alterations and repairs. His Honor Mayor Mansfield, because he disapproved of certain items, vetoed the budget. On June 4, 1935, the School Committee by a unanimous vote adopted the budget over the Mayor's veto. The Committee on Municipal Finance to avoid the burden of determining the tax policy of Boston each year carried a bill providing for the appointment of a recess commission to study the whole financial set-up of the City, and to recommend measures of reform to the next session of the General Court. To this Commission the School Committee appointed as its representative, Mr. William B. Snow, Assistant Superintendent Emeritus. The results of its deliberations are of course only a matter of conjecture.

SCHOOL LUNCHEONS

In September, 1934, the lunchroom at the Jeremiah E. Burke High School, under the direct control of the School Committee, was opened. The experiment was placed under the immediate supervision of Miss Cauley, the Director of the Department of Household Science and Arts, with Miss Montana, a trained teacher of cookery, in direct control. The financial statement for the school year September 14, 1934–June 30, 1935, shows that the experiment from the financial side encourages us to hope that the small deficit will be replaced in the coming year by a substantial profit, although our plan is to offer the service to the pupils at cost.

For the accurate accounting of this activity and for the very clear exposition and report, we are indebted to Mr. Foster, Head of the Commercial Department at the Jeremiah E. Burke High School, who has given many hours of labor to this task. The work of the lunchroom has been in every way above criticism and shows that whenever necessary or preferable the School Department will be able to supply healthful and appetizing luncheons to the pupils at a reasonable cost.

SURVEY OF ATHLETIC ACTIVITIES

On May, 7, 1934, on motion of Mr. Tobin, the School Committee appointed a committee chosen from without the service to make a thorough survey of games and athletics in general carried on under the auspices of the Department of Physical Education. Mr. William Arthur Reilly was appointed chairman of the committee which numbers among its members Mr. Augustine J. Rooney, Sporting Editor of the Boston *Traveler;* Brother Gilbert, C. F. X.; Mr. Adolph W. Samborski, Director of Intra-mural sports at Harvard; Mr. Bernard D. White, former member of the Harvard football team; Mr. Joseph McKenney and Mr. Frank L. Kane.

The Committee held many meetings and interviewed many members of the Department of Physical Education. A comprehensive report was presented to the School Committee dated April 8, 1935. By vote of the Committee, the report was referred to the Board of Superintendents for study and recommendation.

The Department is indebted to the Chairman, Mr. Reilly, and to his fellow members on the Committee for their thorough study of the situation to which they gave freely of their time and strength.

MEASURING THE RESULTS

The cost of the educational system in dollars has always been, and of a right should be, a matter of great concern to the citizens who must bear the burden of taxation. Since the School Department has from the early Colonial days accounted for 30 cents in every dollar of the City's income from taxation, it behooves us to show that our demands are not excessive and that the funds so generously provided by the people of the City are profitably expended.

To measure the results of the efforts of the teacher in the development of character in our children and in the opening to them of the gateway to that knowledge which is power,—power to take their places effectively and happily in the social organization under a democratic government — is of course impossible. Only the future development of the social organization will show whether the teachings of the schools will have the effect we so earnestly hope.

We can, however, apply a yardstick to measure the objective results of our efforts by a study of the results of the College

Entrance Board tests of the candidates from the Boston schools, and by an examination for their record for the first semester in the higher institutions of learning which they entered in the fall of 1934.

The record of these pupils must not be credited alone to the secondary school which presented them to the college, for the results are fruit of the labors of every teacher who instructed the boys and girls from the kindergarten through the high school. Had the teacher of the earlier grades bent the twig in the wrong direction the efforts of the instructors in the higher grades could have accomplished little.

Our pupils of sixteen high schools presented to the examiners 3,278 answer papers, of which 2,422, or 74 per cent, were passable although many of the candidates had not received high or even passable marks in their preparatory schools. Those pupils who in the home schools had earned an honor grade A or B offered 1,592 answer papers, of which 1,395, or 88 per cent, received at least a passing mark. These results are justly a source of pride, and properly so, but also a challenge to us all to maintain and to improve the work which we have undertaken.

Our investigation followed 705 of our pupils into 66 colleges and universities to discover how well they had carried out the promise of their entrance tests and to find out whether we had really developed in our boys and girls power to carry on in strange and difficult fields We find the pupils, although, as should be expected, concentrated somewhat in the colleges of New England, scattered widely throughout the country, as far west as Minnesota and as far south as Florida.

These 705 boys and girls for the past half year received 656 A's; 1,719 B's; 1,583 C's; 408 D's; and 118 E's. Since A, B, C, and D are passing marks the total shows 4,364 marks of passing grade as against only 118 failures. To put the matter differently, only 2.4 per cent of failures in separate courses were charged against our candidates in February, 1935.

Of these grades more than half (or 52.9 per cent) were of honor rank.

These figures we feel should assure the people that their children are in good hands, for the same quality of work can be proved in every other division of our instruction.

Respectfully submitted,

PATRICK T. CAMPBELL,
Superintendent of Public Schools.

APPENDIX TO REPORT OF SUPERINTENDENT PATRICK T. CAMPBELL

NAMING OF BOSTON SCHOOLHOUSES

[Supplement to Annual Report of the Superintendent, 1913, Appendix E]

The following table lists the names of the elementary schools which have been established since 1913 and are now in existence. As in the table published in 1913 an attempt has been made to present as concisely as possible a statement of the origin of the name of each of the schoolhouses listed. (Schools named for the street or institution in which they are located have been omitted here as not requiring explanation, as Moon Street School, Long Island Hospital School, and so forth.) As far as possible, reference to the persons for whom schoolhouses have been named have been limited to as few words as seemed consistent with a reasonably clear identification. On this account the biographical references in many instances are inverse in extent to the prominence of the individual.

Name of Building	District	Erected	Named for
Alexander Hamilton	Bennett.	1924	Alexander Hamilton, American statesman and first Secretary of the United States Treasury.
Andrew Jackson	Washington Allston.	1924	Andrew Jackson, President of the United States, 1829–37.
Anne Hutchinson *	Charles Sumner.	1877	Anne Hutchinson, an outstanding figure in the Massachusetts colony from 1634 to 1638.
Audubon	Robert Treat Paine.	1919	John James Audubon, great American naturalist.
Beethoven	Beethoven.	1925	Ludwig van Beethoven, one of the greatest composers of all times.
Champlain	John Marshall.	1925	Samuel de Champlain, French explorer who founded Quebec.
Charles H. Taylor	Gilbert Stuart.	1931	Charles H. Taylor, for many years manager and editor of the Boston *Globe*.
Charles Logue	Edmund P. Tileston.	1924	Charles Logue, a Boston builder. Member of of the Board of Schoolhouse Commissioners from 1904 to 1907 and chairman of the Board from 1911 to 1914.
Charles Sumner	Charles Sumner.	1931	Charles Sumner, a United States Senator from Massachusetts.
Clarence R. Edwards	Clarence R. Edwards Intermediate.	1932	General Clarence R. Edwards, who commanded the 26th Division, U. S. A., in the World War.
Cora L. Ethridge †	William E. Russell.	1883	Cora L. Ethridge, from 1870 to 1911 a teacher in the Boston schools; for twelve years a teacher in the Harbor View Street School.

* Formerly known as the Charles Sumner School. Renamed in 1931 when new Charles Sumner School building was erected.

† Formerly known as the Harbor View Street School.

Name of Building	District	Erected	Named for
Curtis Guild	Blackinton.	1921	Curtis Guild, Governor of Massachusetts, 1906–08.
Daniel Webster	Samuel Adams.	1922	Daniel Webster, eminent American statesman, lawyer, orator and publicist.
Dante Alighieri	Theodore Lyman.	1924	Dante Alighieri, illustrious Italian poet, author of the Divine Comedy.
David A. Ellis	Henry L. Higginson.	1932	David A. Ellis, member of the Boston School Committee, 1903–13; Chairman of the Committee, 1909–13.
David L. Barrett	Thomas Gardner.	1932	David L. Barrett, a resident of this district, a soldier, who died as a result of injuries received in the World War.
Donald McKay	Donald McKay Intermediate.	1926	Donald McKay, American ship designer and builder, who established a famous shipyard in East Boston.
Edward Southworth *	Mather.	1872	Edward Southworth, master of the Mather School, 1878–1910.
Edwin P. Seaver	Francis Parkman.	1924	Edwin P. Seaver, Head Master of the English High School, Boston, and later Superintendent of Schools in Boston from 1880 to 1904.
Eliot †	Eliot.	1932	Rev. John Eliot, D. D., pastor of the Old North Church.
Emily A. Fifield	Henry L. Pierce.	1918	Mrs. Emily A. Fifield, a member of the Boston School Committee in 1883, 1884, and 1886, and from 1888 to 1902. She was influential in the establishment of the Mechanic Arts High School and in the development of manual training in the Boston public schools.
Florence Nightingale	John Marshall.	1914	Florence Nightingale, an indefatigable worker for the sick and wounded.
Frank V. Thompson	Frank V. Thompson.	1922	Frank V. Thompson, Superintendent of Schools in Boston, 1918–21.
George Frisbie Hoar	Norcross.	1914	George Frisbie Hoar, for many years a United States Senator from Massachusetts.
George H. Conley	Charles Sumner.	1932	George H. Conley, Superintendent of Schools in Boston, 1904–05.
Grover Cleveland	Grover Cleveland Intermediate.	1925	Grover Cleveland, President of the United States, 1885–89, 1893–97.
Harriet A. Baldwin	Washington Allston.	1926	Mrs. Harriet A. Baldwin, wife of Judge Henry Baldwin of Brighton. Largely through her leadership the first vacation schools in Boston were established.
Helen F. Burgess ‡	Henry L. Pierce.	1880	Helen F. Burgess, for forty-six years a teacher in the Boston public schools. Practically the entire period of her teaching service was in this school, which she was largely instrumental in securing for the community.
Henry Abrahams	Francis Parkman.	1929	Henry Abrahams, a member of the Boston School Committee, 1917–19.
Henry L. Higginson	Henry L. Higginson.	1922	Henry L. Higginson, soldier and patriot, founder of the Boston Symphony Orchestra.
Hugh Roe O'Donnell	Chapman.	1932	Rev. Hugh Roe O'Donnell, pastor of St. Mary's Star of the Sea Church, East Boston, 1884–1907.

* Formerly known as the Old Mather School.
† Old building demolished, new building erected 1932.
‡ Formerly known as the Bailey Street School. Renamed in 1926.

Name of Building	District	Erected	Named for
James A. Garfield	Bennett.	1925	James A. Garfield, President of the United States, 1881.
James J. Chittick	Elihu Greenwood.	1931	Right Rev. James J. Chittick, pastor of the Church of the Most Precious Blood, Hyde Park, 1888–1919.
James J. Storrow	Thomas Gardner.	1926	James J. Storrow, a member of the Boston School Committee, 1902–04, and chairman of the Committee, 1906–08. Under his leadership the Committee of twenty-four was reorganized and established as a Committee of five.
John B. Cashman *	Ulysses S. Grant.	1931	John B. Cashman, a resident of East Boston and a member of the Massachusetts Senate.
John Marshall †	John Marshall.	1903	John Marshall, distinguished American jurist.
Joseph H. Barnes ‡	Joseph H. Barnes Intermediate.	1901	General Joseph H. Barnes, a resident of East Boston. He organized and commanded the 29th Massachusetts Regiment of Volunteers in the Civil War.
Joyce Kilmer	Beethoven.	1935	Alfred Joyce Kilmer, American poet, a lover of children, who was killed in action in the Great War.
Lowell Mason	Edmund P. Tileston.	1922	Lowell Mason, American composer, who was the first teacher of vocal music in the public schools of the country. He first introduced this subject as a regular branch of instruction in Boston in the Hawes Grammar School, South Boston.
Lucy Stone	John Marshall.	1923	Lucy Stone, well-known abolitionist and advocate of women's rights; for twenty-three years a resident of Dorchester.
Martin Milmore	Prince.	1929	Martin Milmore, Boston sculptor, who designed the Soldiers' and Sailors' Monument on Boston Common.
Mary E. Curley	Mary E. Curley Intermediate.	1931	Mrs. Mary E. Curley, wife of James M. Curley, Mayor of Boston for three terms, and Governor of Massachusetts. She was a resident of this district.
Mary Lyon	Bennett.	1914	Mary Lyon, founder of Mount Holyoke College, a pioneer in modern high education for women.
Michael J. Perkins	Shurtleff.	1926	Michael J. Perkins, a soldier of the World War who died in action; a resident of South Boston.
Michelangelo	Michelangelo.	1919	Michelangelo Buonarroti, famous Italian painter, sculptor and architect.
Patrick F. Lyndon	Robert Gould Shaw.	1928	Rev. Patrick F. Lyndon, a member of the Boston School Committee in 1875; for many years, pastor of St. Joseph's Church in the West End.
Patrick J. Kennedy	Emerson.	1933	Patrick J. Kennedy, a prominent citizen of East Boston and holder of several public offices in the city and the state.
Pauline Agassiz Shaw	Roger Wolcott	1919	Mrs. Quincy A. Shaw, pioneer in American education, who introduced the kindergarten and sloyd into the Boston schools and was instrumental in securing the use of school buildings as neighborhood centers.
Philip H. Sheridan	Emerson.	1914	General Philip H. Sheridan, illustrious soldier of the Civil War.

* Formerly known as the Walter E. Fernald School. Renamed in 1934.
† Formerly known as the Marshall School. Renamed in 1919.
‡ Formerly the East Boston High School Building. Joseph H. Barnes School established in 1926.

Name of Building	District	Erected	Named for
Phineas Bates	Longfellow.	1929	Phineas Bates, Secretary of the Boston School Committee, 1879–96.
Phineas Bates Annex *	Longfellow.	1896	Same as Phineas Bates.
Quincy E. Dickerman	Phillips Brooks.	1915	Quincy E. Dickerman, for fifty years a teacher in the Boston public schools; Master of the Brimmer School, 1880–1907.
Ralph Waldo Emerson	Hugh O'Brien.	1924	Ralph Waldo Emerson, essayist, poet, and philosopher, who was born in Boston and lived all his life in Boston and Concord.
Randall G. Morris	Beethoven.	1927	Randall G. Morris, a member of the Boston School Committee in 1902; a resident of this district.
Richard Olney †	Robert Gould Shaw.	1892	Richard Olney, a lawyer and statesman; a resident of West Roxbury.
Robert Gould Shaw	Robert Gould Shaw.	1919	Colonel Robert Gould Shaw, a native of West Roxbury, who fell at the head of his regiment at the assault on Fort Wagner, July 18, 1863. He commanded the Fifty-Fourth Colored Regiment, Massachusetts.
Robert Treat Paine	Robert Treat Paine.	1925	Robert Treat Paine, jurist, philanthropist, signer of the Declaration of Independence.
Rochambeau	Mary Hemenway.	1918	Comte de Rochambeau, commander of the French forces in America in the Revolution.
Sarah Greenwood	William E. Endicott.	1919	Mrs. Sarah Greenwood, whose son lived where the school now stands. He left money for the erection of a building to be used for community purposes and to be named for his mother, Sarah Greenwood.
Solomon Lewenberg	Solomon Lewenberg.	1930	Solomon Lewenberg, public-spirited member of a number of civic organizations in Boston.
Sophia W. Ripley	Robert Gould Shaw.	1932	Mrs. Sophia Willard Ripley, who in 1841 was one of the founders of Brook Farm, which was located in this section. She was Director of Education there.
Theodore Parker	Longfellow.	1924	Theodore Parker, clergyman, scholar and prominent supporter of the anti-slavery movement, whose church formerly occupied this site.
Theodore Roosevelt	Theodore Roosevelt Intermediate.	1923	Theodore Roosevelt, President of the United States, 1901–09.
Thomas A. Edison	Thomas A. Edison.	1932	Thomas A. Edison, great inventor in the field of electrical science.
Thomas Francis Leen	Henry L. Pierce.	1923	Dr. Thomas F. Leen, a member of the Boston School Committee, 1911–14.
Thomas J. Kenny	Minot.	1926	Thomas J. Kenny, a member of the Boston School Committee, 1899–1904 and 1906–07.
Washington Irving	Washington Irving.	1925	Washington Irving, distinguished American author and historian.
William Barton Rogers ‡	William Barton Rogers Intermediate.	1902	William Barton Rogers, founder and first president of the Massachusetts Institute of Technology.
William Blackstone	Wells.	1916	William Blackstone, the first settler in Boston, who left England in 1623, came to Plymouth, and later settled on the tract of land now called Boston Common.

* Formerly known as Phineas Bates School. Renamed in 1929, when new Phineas Bates School building was erected.

† Formerly known as Robert Gould Shaw School. Renamed in 1919, when new Robert Gould Shaw School building was erected.

‡ Formerly the Hyde Park High School building. William Barton Rogers School established in 1928.

Name of Building	District	Erected	Named for
William Ellery Channing	Henry Grew.	1928	William Ellery Channing, leader of liberal thought in Boston; for many years minister of the Federal (now Arlington Street) Church.
William Howard Taft *	William Howard Taft.	1895	William Howard Taft, President of the United States, 1909–13.
William McKinley	Prince.	1923	William McKinley, President of the United States, 1897–1901.
Woodrow Wilson	Woodrow Wilson Intermediate.	1932	Woodrow Wilson, President of the United States, 1913–21.

* Formerly the Brighton High School building. William Howard Taft School established in 1930.

THE FEDERAL EMERGENCY RELIEF ADMINISTRATION

Nursery Schools, 1934–1935

Under the authority of the Federal Emergency Relief Administration and through the cooperation of the Massachusetts State Department of Education and the Superintendent of the Boston Public Schools, the Emergency Pre-Schools, or Nursery Schools, began their second year in Boston on Friday, November 2, 1934.

For a week the teachers were in training under the direction of a State Supervisor and the City of Boston Director in charge of the schools. The private nursery schools of Boston offered every cooperation in permitting visits for observation and in giving the work the benefit of their experiences through lectures, discussions, etc. The period of training was deemed necessary because of the wide diversity in training and experience of the teachers certified Additional lectures and demonstrations were given throughout the year, and visits to schools continued.

The first year all of the teachers were graduates of the Teachers College of the City of Boston, and as such had had courses in Kindergarten and Nursery School work. This year some of the teachers were not only trained outside of Boston and Massachusetts, but in some cases outside of the United States, so there was a wide divergence not only in localities but in types of training. This made the program a bit more difficult this year. Of the teachers employed during this year (63), 31 were graduates of the Teachers College of the City of Boston, and 32 were graduates of other colleges or normal schools. One only was a graduate of a nursery training school.

Again, because of the 24-hour-week employment ruling, it became necessary to divide the responsibility of the management of the schools and to have one manager in charge in the morning and another in the afternoon session. This plan had the usual disadvantages of divided responsibility, but on the whole worked very well because of the cooperation of the managers. It had the advantage of giving more teachers work. Last year's plan of having one group of assistant

teachers serve in the morning session and another group in the afternoon, was followed this year. As a result, practically every teacher rated eligible for this work under the E. R. A. in Boston, was employed before the end of the school term.

The pre-schools were opened for registration of children on Friday, November 9, 1934 and regular sessions began on Tuesday, November 13 (Monday, November 12, having been a holiday).

Again the Health Department of the City of Boston, through Dr. Francis X. Mahoney, Health Commissioner, permitted the use of the solaria in the George R. White Health Units in Boston. There could be no more ideal places for this work than these solaria, located as they are on the roofs and having glass roofs, built and equipped especially for young children. Doctor Wilinsky, Assistant Commissioner, in charge of the Health Units, and the nurses in immediate charge, have given us the fullest cooperation, which has meant a great deal for the health of the children. The nurses should share with the teachers the credit for work well done.

Seven Pre-School Units were opened this year only, due to the fact that the South End Health Unit was not available for our use. The loss was not a serious one, as other private nursery schools care for the children in that neighborhood.

We began work with 38 teachers and 286 children. The numbers of both increased until we closed on June 21 with 49 teachers and 797 children. A total of 1,048 children were registered during the year. In the seven schools we had an average attendance of 393 children daily. The total pay roll for the teachers was $21,497.25.

The midmorning and midafternoon lunch proved so successful last year that it was resumed this year. The Junior Red Cross came to our aid again and supplied the milk until such time as the Federal Emergency Relief Administration made arrangements for the supply of milk. Approximately 1,825 gallons of milk and 650 pounds of crackers were used this year. The cracker bill was met by the voluntary contributions of the parents.

During the course of the year the homes of all the children were visited one or more times and the parents informed and sometimes instructed about the care of their children. The response of the parents was excellent.

The question of proper clothing for some of the children con-

cerned us this year. Private individuals as well as agencies came to the aid of the teachers in protecting the children against the severe cold of last winter. Here, as in other phases of the work, the teachers worked overtime in looking after their charges.

While the Nursery School project primarily was designed to give relief to unemployed teachers, the director in charge of the work was convinced that the schools could not be a success unless the children were first consideration. The "*health* and *happiness*" of the children was the slogan held constantly before the teachers during meetings or in private conferences. The teachers themselves were quick to grasp this thought and accordingly gave their best to the children. Some of them, in fact, most of them, gave not only extra time to the work but also shared some of the compensation they received for their services. In other words, the teachers became deeply interested and showed a real professional spirit toward their work.

While the Federal Emergency Relief Administration paid the teachers' salaries, the greater part of the milk bill and some of the supply bills, the community itself more than matched these expenses. The City of Boston, through its Health Department, furnished the housing, considerable equipment, and physical examination of the children. The Boston School Department, through Assistant Superintendents Downey and Mellyn and the director in immediate charge, furnished the supervision and methods of instruction in cooperation with the Massachusetts State Department of Education. The Boston School Department also furnished the major part of the clerical work. The Manual Arts Department of the Boston Public Schools provided 90 wooden animal toys on wheels, exceptionally well made, equipped even with strings. The Manual Arts Department also contributed flowering plants for the pre-school rooms. From some of the woodworking shops also came all sorts of wooden blocks and cylinders. The Junior Red Cross supplied at the beginning of the year 84 rag dolls, 50 stuffed toys, and 50 picture books At Christmas time they gave for distribution dolls for the girls and stuffed animal toys for the boys, so that each child might carry home a gift. One of our largest lumber firms again contributed large pieces of wood, which the children used in building. The parents voluntarily paid for part of the food. In fact, cooperation was met on all sides.

That the Emergency Nursery Schools were a success is assured. From the health standpoint alone let me quote from a letter received from a nurse in charge of one of the Health Units.

> I feel that I must write, and tell you of the very splendid work that has been done under your direction, by the supervisors and teachers on the E. R. A. Roof Project at the ——— Health Unit during this year of 1935.
>
> Unconsciously, you have "carried on" for the Health Commissioner. His motto is "Immunize the pre-school child, and you save the community at large; its health and its death rate."
>
> The teachers have gone into the homes of the children, urging the mothers to sign vaccination, immunization, and dental cards, thus prevailing upon the mothers to cooperate also. As a result, each child on the roof project has been vaccinated against smallpox, immunized against diphtheria, and brought to the dental clinic for cleaning, filling and extraction of teeth.
>
> They have also aided in keeping the roof free from any communicable disease by bringing to my attention any child who might have a cold, rash, sore throat, etc.
>
> Apart from a "health" outlook, it has been very apparent that the morale of the children has been strengthened, their habits of cleanliness have improved to a marked degree, and their quicker response to advice and correction noted.

From the habit training and happiness point of view the mothers and teachers were steadily aware of the development of the children. There was disappointment and even tears when the schools closed for the summer on June 21.

While the details of the work seemed endless and time-consuming, the director felt repaid for the efforts put into the work because of the cooperation of all agencies concerned, with special reference to the Federal Emergency Relief Administration, the Massachusetts State Department of Education and our own City of Boston Health and School Departments as well as private agencies.

OPPORTUNITY SCHOOL FOR ADULTS

1934–1935

The Opportunity School for Unemployed Adults, which was conducted from February to June, 1934, was reopened in November after the summer recess. This was one of the E. R. A. projects organized by the Boston School Department under the direction of the State Board of Education. The United States Government furnished the money for teachers' wages and for supplies, and the Boston School Department furnished the housing, the equipment, and the supervision.

Organization

The building of the Continuation School at 25 Warrenton street was used to house the school for five afternoons each week. The regular Continuation School closed at 2.30 p. m. and the Opportunity School classes commenced at 2.35 p. m. Three one-hour recitation periods were conducted, closing at 5.30 p. m. No vacations were taken and, aside from legal holidays, the school held five sessions each week from November 4, 1934, to June 21, 1935, making 154 sessions in all.

The primary purpose of the school was to furnish employment for teachers who were in financial distress because of unemployment. The secondary purpose was to furnish worth-while vocational, cultural, and avocational education for the thousands of unemployed persons who have little to occupy their hours of enforced leisure. It was necessary that each teacher, before employment, be certified by the State Administrator of the E. R. A. as to financial need, and by the Superintendent of Schools and the Commissioner of Education of the State as to educational qualifications to teach.

The Commercial Coordinator was appointed by the School Committee to organize and supervise the work of the school and he was assisted in the executive and clerical work by two teachers chosen from the E. R. A. eligible list.

Teachers

In all, 57 different teachers were employed at the school at some time during the school year. During the greater part of the time there were 35 classroom teachers and two office

assistants. The teaching staff was constantly changing, as teachers found employment elsewhere. Many of them went to other E. R. A. projects where they would be employed more hours than we would give them at the Opportunity School. It was impossible to keep the school open more than fifteen hours a week and the wage paid was 75 cents per hour.

In addition to the teachers employed at the Opportunity School, there were seven other teachers on the pay roll who carried on adult education as teachers of sewing in the productive units of the E. R. A. sewing project at the Army Base and various Municipal Buildings of the city.

The following table shows the high educational qualifications of the 57 teachers who taught at the school.

Number holding the degree Ph.D.	2
Number holding Master's degrees	9
Number holding Bachelors' degrees	24
Normal School graduates (without degrees),	2
Graduates of Special Schools	7
Graduates of Business Colleges	5
Short unit courses with Trade Experience	8
	57

Number and Age of Students

In the seven and one-half months that the school was in operation there were 2,944 students registered, 1,875 of whom were women and 1,069 were men. The ages ranged from sixteen to seventy with nineteen years as the most frequent age (mode) for both women and men. The average age of the women was 26.1 years and of the men 25.9 years. The median age for both women and men was twenty-four years. The following chart shows the distribution of the students by ages.

Age Distribution of Students of Opportunity School, 1934–1935

Age	
16	WWWWWWWWW MMMMMM
17	WWWWWWWWWWWWWWW MMMMMMMMMMMMMMM
18	WWWWWWWWWWWWWWWWWWWWWWWWWWWWWWWWW MMMMMMMMMMMMMMMMMMMMMMMMMMM
19	WWWWWWWWWWWWWWWWWWWW

Attendance

Some of the students attended regularly three periods a day for five days a week, while others came for only one period a day, or on only one or two afternoons a week. In classes where there was progressive class instruction regular attendance was necessary in order to keep up with the class. In subjects like dressmaking and office machines, where the instruction was entirely individual, irregular attendance was less of a handicap and progress was in direct proportion to the amount of time given to the work.

The following table shows the average attendance by months.

	Number of Days	Average Attendance Per Period	Pupil Hours of Instruction
November	16	177	8,469
December	19	178	10,124
January	22	260	17,160
Feburary	19	372	21,204
March	21	350	22,091
April	21	263	16,569
May	22	265	17,468
June	14	199	8,367
	154	263	121,452

Previous Education of Students

Facts were available concerning the previous education of 93 per cent of the students who registered at the school. These facts are recorded in the table and the chart which follow. Among the interesting facts which appear are the following.

1. Three and two-tenths per cent of both women and men were college graduates. (Most of them entered this school to take up commercial courses.)

2. There was a larger percentage of men than of women who had previously attended college.

3. Sixteen percent of the women had previously attended business college.

4. If all who had attended business college were high school graduates (probably nearly, but not entirely true), 69 per cent of the women and 54 per cent of the men were graduates of high school.

5. There were many more students this year than last year with only an elementary school education.

PREVIOUS EDUCATION STUDENTS OF THE OPPORTUNITY SCHOOL
1934–1935

	WOMEN. Per Cent.	Men. Per Cent.
College Graduates	3.20	3.20
College (without graduation)	1.80	5.30
Professional Schools	1.20	1.10
Special Schools	2.30	2.40
Normal School	1.30	.30
Business College	16.00	3.10
High School Graduation	43.30	37.70
Total High School Graduates and Higher Education	69.10	53.10
Grade XI	4.40	7.40
Grade X	6.40	9.90
Grade IX	6.40	9.40
Grade VIII	7.80	10.10
Grade VII or below	5.90	10.10
Total with less than complete High School Education	30.90	46.90
	100.00	100.00

SUBJECTS ELECTED BY STUDENTS

The table and the chart which follow show the number of students which elected each of the subjects taught at the school. The relative number of pupil-hours of instruction is not shown, however, since a few subjects like dressmaking, millinery, power stitching, woodworking, and music were, in most cases, elected for three periods, while other subjects were elected for only one period. Several other subjects were offered, but it was possible to secure a sufficient number of pupils to warrant conducting classes in these subjects. History, civil government, current events, and problems of finance met with negligible response. During the greater part of the year there was a waiting list for typewriting, office machines, and power stitching. It will be noticed that the number electing the four commercial subjects, combined with the number preparing for civil service examinations, make up 49.5 per cent of the elections.

Subjects Elected by Students of Opportunity School for Adults

	Number	Per Cent
Typewriting	895	14.70
Shorthand	795	13.10
Office Machines	612	10.10
General Information for Civil Service	450	7.40
Commercial Art, Drawing, and Painting	300	4.90
Bookkeeping	255	4.20
Music	252	4.10
English Grammar	223	3.60
Public Speaking	187	3.10
Dressmaking	157	2.60
Arithmetic	156	2.60
Telegraphy	154	2.50
English Composition	150	2.40
Power Stitching	148	2.40
Personality Improvement	146	2.40
Elementary Subjects	133	2.20
Electricity	127	2.10
Mathematics, Algebra, Geometry, Trigonometry	96	1.60
Economics	88	1.40
Woodworking	86	1.40
French	86	1.40
Printing	79	1.30
Millinery	75	1.20
Salesmanship	70	1.10
Chess	64	1.00
Advertising	62	1.00
Psychology	54	.90
Commercial Law	53	.90
Spanish	42	.70
Italian	36	.60
Twentieth Century Drama	27	.60
German	16	.30
History	8	.10
	6,082	100.00

Subjects Elected by Students of Opportunity School for Adults

Typewriting	**********
Shorthand	**********
Office Machines	**********
General Information for Civil Service	**********
Commercial Art, Drawing, Painting	**********
Bookkeeping	**********
Music	**********
English Grammar	**********
Public Speaking	**********
Dressmaking	**********
Arithmetic	**********
Telegraphy	**********
English Composition	**********
Power Stitching	**********
Personality Improvement	**********
Electricity	**********
Elementary Subjects	**********
Mathematics (Algebra, Geometry, Trigonometry)	**********
Economics	**********
Woodworking	**********
French	**********
Printing	**********
Millinery	**********
Salesmanship	**********
Chess	**********
Advertising	**********
Psychology	**********
Commercial Law	**********
Spanish	**********
Italian	**********
Twentieth Century Drama	**********
German	**********
History	**********

Difficulties of Operation

One of the most perplexing problems connected with the operation of the school was to attract students who might be induced to study in the fields in which teachers had been approved to teach. There were few unemployed teachers on our lists in the commercial field, while we were swamped with applications from history, English, and language teachers.

Due to the lack of students in these subjects, only about one-half of the teachers who were approved for the adult education project could be employed. Several of the teachers who were employed in the project made jobs for themselves by soliciting students to make up their own classes.

Another great difficulty of operation was due to the constantly changing membership of the school,— both of teachers and of pupils. There was constant withdrawal from the school because a job had been secured, and new registrations continued up to the closing days. Many students entered the school and attended only one or two days. With a total registration of nearly 3,000 there never was an active membership of more than about 800.

Some of the causes of this high mortality are easily seen, but to prescribe the cure is much more difficult. Many of those who registered belong to the floating population who make a practice of trying new ventures. Others entered with serious intent but were discouraged by the fact that other members of the class were far ahead of them. Individual instruction is much more feasible in some subjects than in others. To give the newcomer sufficient attention so that he may acquire basic principles and at the same time not slight the student who has been attending the class for three weeks and the one who has been attending for three months sometimes presents a very difficult teaching problem. Of course, if there are a sufficient number of students so that several classes may be formed it is possible to grade these classes. But, for instance, in psychology, if there are only six students taking the subject, grading is impossible and individual instruction is difficult.

Limitations of the Teaching Project

The statistics of the number of teachers employed, the number of classes held, and the number of students served by the Emergency Education Project seem to make Boston appear negligent when compared with other cities. The reason for this seemingly unfavorable position of Boston is that many projects which are allowable in other cities are prohibited here. We have suffered because of our efficient school system and the wealth of educational opportunity offered to our citizens. A fundamental principle of the set-up of the E. R. A. education program is that there shall be no duplication of

activities at present or formerly carried on by the city. Our evening schools and our evening centers now offer a full program of adult education in the evening. Every suggestion which was offered for an evening program under the E. R. A. was found to be a duplication of the instruction already being given. It was necessary, therefore, to limit our activities to adult education in the daytime.

Value of the Project

In addition to furnishing employment for many needy and very worthy teachers, the Opportunity School has made a wonderful contribution to the education, welfare, and morale of the citizens. Many students came to the school to acquire or to increase a vocational skill and thus better to qualify themselves for re-employment. Excellent instruction was given in these fields and hundreds of students expressed their appreciation of the fine opportunity which was given them. Many students came to better qualify themselves in home-making or to acquire knowledge which they could turn to personal use. Much excellent work was done in this line in remodelling clothing and hats. Others came simply to find pleasant and profitable pastime for unemployed hours. Many of them were going through serious mental and financial trouble brought on through no fault of their own but by the depressed business period through which we have been passing. Scores of these students came to the office to express their appreciation of the instruction and the contacts which led them away from thinking of their misfortunes and gave them new ambition and courage.

The entire cost to the Government for this project was less than $16,000 and it furnished employment for about forty teachers for seven and a half months. In addition to this it has contributed to the common welfare and the public morale in a way which is not matched by any other government project where a like amount of money has been spent.

HEALTH EDUCATION: THEN AND NOW

It is of general educational interest to note that health instruction was one of the first new subjects added to the elementary curriculum in Boston to supplement the original three R's. The first health instruction occurred as early as 1822 in the Bowdoin School.

Master Andrews was particularly interested in the study of anatomy and every pupil in the school received instruction in the structure of the human body. Anatomy generally associated with physiology continued to be taught in the other schools as a branch of science. Little effort seemed to have been made at this time to tie up the subject with health habits. However, the subject must have shown merit, for in 1847 the School Committee appointed a group "to report upon the expediency of introducing the study of physiology into the common schools and the most expedient mode and means therefore." A favorable report was accepted by the Committee and instruction in physiology as a separate subject began the following year.

The selection of the first textbooks would make an interesting contrast with our modern books. "Common School Physiology," by Calvin Cutter, was approved for the girls, and "First Lessons in Human Physiology," by John Gascom, was selected for the boys.

Horace Mann looked with approval at the growing interest in physiology, but he sensed a gap between health knowledge and health practice. It was his interest in the phase of hygiene that caused that subject to forge to the front in 1850, when the Massachusetts Legislature authorized hygiene as well as physiology to be taught in the public schools of the Commonwealth. Teacher training also started with this law which required "all teachers to be examined thereon." The growing emphasis in hygiene and the welfare of the pupil gave rise some time later to the formation of an unofficial organization called the "Massachusetts Emergency and Hygiene Association." One of the first ventures undertaken was a series of five lectures for all teachers, to be held at the Boston Normal School, on "Heating and Ventilation, Epidemics and Disinfection, Drainage, Care of the Eyes and The Nervous System."

Gradually the subject of health became entrenched in the public school curriculum. In fact, the law of 1885 making the study of physiology and hygiene compulsory in every school in the Commonwealth was taken as a matter of course. The Honorable Patrick D. Dwyer, who sponsored this law, was a product of the Boston schools, where he learned of the real value of health instruction.

The first amendment to this law concerned "instruction as to the effects of alcoholic drinks." The following year the Legislature passed a law forbidding the sale of tobacco in any of its forms to any person under sixteen years of age. This necessitated adding the teaching of "the harmful effects of narcotics upon the human system."

In 1908 the leaders in tuberculosis prevention, aware of the increase of this dread disease and conscious of the place of personal hygiene in its prevention, caused to be added "instruction as to tuberculosis and its prevention" to the general hygiene and physiology instruction law. Three years later instruction was authorized in the application of surgical remedies and first-aid for injured.

Despite all the work that was done in physiology and hygiene, Horace Mann's goal did not seem to be realized. With startling suddenness the nation realized about fifteen years ago that one-third of all the young Americans were still not fitted for its draft army. Finally freed from its foreign entanglements the nation set about to remedy this condition, and Health Education in its true form was born. Health instruction became more practical and functional. Less attention is now given to the body structure and greater attention to such subjects as sanitation and hygiene, proper diet, the importance of plenty of sleep, fresh air, mental and emotional health and similar subjects. This change of emphasis in health instruction was due to the fact that educators realized that the layman does not need the same kind of information as is needed in the training of the specialist.

In the past decade Boston has revised the courses of study in health; selected more suitable health texts; furnished the teacher with aids, such as models, simple experimental material, and visual material as films, posters and charts. Those wishing to teach health education in the senior high school must now be properly certified.

An organization of teachers meet quarterly for professional improvement in the field of health education, sometimes taking field trips to places of general health interest, or at other times listening to some outstanding person in the field. A very extensive program has been planned for this year.

We can now safely say that Boston has a program of health education which places it in the vanguard of American school systems. Our visitors are many and come not only from school systems in the United States but many also come from foreign countries. One of our regular yearly visitors is a group of European teachers sent by the Rockefeller Foundation. Our program is found in the libraries of Michigan, Yale and Johns Hopkins Medical Library. Only recently the Boston health education program was endorsed by the American Public Health Association.

BRIEF REVIEW OF ART IN AMERICA

Art in this country began with ideas brought over from Europe by the colonists. For nearly two hundred years the homes and furnishings of America were reminiscent of England, Holland, Spain or whatever background the settlers remembered. By the nineteenth century these art traditions were largely forgotten and no new understanding of design was cultivated to take its place. It required a certain rough vigor to push the frontier across a continent and the pioneers were forced to postpone any cherished visions of better homes and finer living to the time when their children should inherit the earth. As heirs of their hard-won commonwealth we scarcely deserve our rich heritage unless we fulfill their dreams of a new world, better in every way than anything known before.

It so happened that the invention of machinery for mass production began just as American taste was at its lowest ebb. After the Civil War our manufacturers set out to supply America with plenty of everything, and things multiplied so swiftly that in 1876 we proudly set up our wares in the great Philadelphia Centennial Exposition, inviting Europe to share the honors with us. The American public went eagerly to see the show. The unexpected happened. Most of the honors went to European goods. We became uneasily aware that the things from Paris and London looked better than ours. They had style and charm. We did not quite know how to get it, but we wanted it. The pioneer and puritan distrust of the arts received a wholesome shock. The long exile from culture was ended. America began to travel abroad. The camera made foreign places visible to those who could not travel. Museums of Fine Arts were built to display properly works of art brought back by travelers. The World's Fair at Chicago in 1893 was a striking example of our ability to copy what we had seen in Europe. We exhibited Kansas corn in Greek temples made of stucco — beautiful but scarcely appropriate.

The 1933 exposition at Chicago marked a new stage in United States Art. With all their faults those buildings were

boldly designed and colored as transient exhibition places, not as temples to Greek gods.

Designers frankly accepted the challenge to stop copying and to find new answers for new problems. This is really the great tradition which the Greeks established in the fifth century B. C. We are much closer to the classic and Gothic spirit when we invent new forms for refrigerators than when we put Corinthian columns on gasoline filling stations.

While many factors have contributed to the artistic progress of America, it is fair to claim that much credit is due to the basic teaching of art in the public schools and the art schools of the United States.

The fact that we are well launched on a program of creative design in competition with all nations of the world makes it expedient to increase rather than diminish our program of definite art instruction. Our economic standing from now on will be very closely related to our artistic standards. Vocational Art is an essential part of our educational program. The situation calls for all the common sense of the pioneer together with daring imagination and refinement of taste.

In addition to industrial and commercial reasons for fostering artistic power, we now have an unprecedented interest in satisfying use of leisure time.

We began with sports and games to release physical energy no longer exhausted by pioneer labors. We are now discovering that we have mental and spiritual energies which seek release in worthy expression. The arts of music, drama, literature, dancing, drawing and painting and sculpture have been discovered and rediscovered in every age and every country as a result of the human impulse to create. America is no exception. The sciences help to satisfy our curiosity about the phenomena of our world. The arts spring from a deep human desire for power to express ourselves and to realize our dreams of a liveable human program. America is finding a new frontier in the realm of aesthetic and spiritual living. Design for living is a superb problem. Excellence is needed in American life itself as well as in the utensils of home, highway and office.

The realization of these larger aims has led educators to use the word Art instead of Drawing to designate a program which includes personal and social as well as commercial influences.

Art in Education

As far back as 1876 our leading manufacturers were quick to note the popular interest in "Imported" articles. They began to import designers to put beauty into our factory products, but the wisest of them urged that our schools provide art training so that American children might become the designers of American goods. Massachusetts took the lead, passing a law to compel the teaching of "Drawing" in schools of large towns and cities. The School Committee, the Legislature and influential business interests recognized "this essential branch of general education as a thing of use in every department of business and every condition of life."

The first difficulty was that no one knew how to teach drawing, much less design, so a State Art School for art teachers and supervisors was established in Boston. The Massachusetts School of Art is still the only state-supported art school in America and the new building is evidence that the commonwealth still believes in the teaching of Art as a necessity to the state. Art knowledge and judgment cannot be developed overnight, but the story of America's growing interest in beauty as a partner to efficiency is seen in the rapid evolution of automobile design, American-made shoes and even kitchen utensils. A few of our American designed products are now exported successfully. Our first duty then as art educators is being adequately met. We are training our own vocational artists to design things for industrial and commercial uses. We are definitely aware of the increasing need of art in "every condition of life," from that of the humblest individual to the officials of our cities, states and nation.

Art in the Child's Life

No educational program for children can be justified purely on the basis of adult needs, nor can it succeed unless it is adapted to the child's immediate interests and capacity. Fortunately, art is an active program. Children crave action. Their so-called play is really their way of discovering the arts. Their block building is the beginning of architecture, mud pies are sculpture and scribble leads to drawing and writing. By studying childhood as well as art we have been increasingly successful in adapting our educational program to the immediate needs of the pupils, giving them the great happiness

of self-expression while they develop slowly but surely the creative power and good taste so much needed in every phase of life.

With a very simple classroom equipment and modest set of drawing and painting materials our program offers every Boston pupil from kindergarten through grade six a series of experiences in which he finds great delight and which develop to the utmost his individual powers to express himself in terms of line, shape and color.

In the intermediate and high schools where the schoolday becomes very complex and courses are optional, many pupils are obliged to choose programs in which art is not included. Many boys and girls in the intermediate grades are forced to drop their art work, and less than one-fifth of all high school pupils have any art courses, although they would all benefit by more power to create and to enjoy order and beauty. A more liberal attitude on the part of college entrance boards promises to liberate high schools from academic restrictions which have taken much joy out of life without fully preparing pupils for citizenship, worthy home membership and personal enjoyment of leisure time.

Content of Art Program

While drawing is increasingly used in the sciences as well as the arts as a basic study tool, the art program offers a certain definite content not provided in any other school experience. If this were not so it would not deserve a place in a crowded curriculum.

In Boston the present art program offers three definite types of work, interrelated but still distinct enough to be named as Creative Design, Representation and Art Appreciation.

1. *Creative Design* is taught as an organic scheme of thinking, made clear to the pupil by his own experiments with crayon or brush. Building logically, step by step, according to universal principles of order, each child finds out for himself that he may create beautiful patterns. He finds that disorder prevents beauty, whereas Balance gives a feeling of poise and dignity, while Sequence gives movements in space which the eye delights to follow. Parents as well as teachers are amazed at the originality and charm of hundreds of designs invented every year by pupils of each grade. The fact that no two are alike although guided by the same principles is

proof of individual effort. We are glad of this evidence that Boston children are as creative and lively as any children who live in other lands or who grew up in ages past.

2. *Representation* or pictorial expression is a natural and almost universal practice among little children. They like to make pictures, but unless their drawings develop into creditable results the older pupils become self-conscious and give it up with the usual claim that they have no talent. The fact remains that drawing stimulates intelligent observation. It brings the student in direct contact with reality, thus lending meaning to words. The use of drawing in connection with language teaching is rapidly increasing the child's power to form a mental picture when he reads. He proves this by putting the picture on paper in line and color.

The artist's reason for drawing and painting includes not only observation of facts as in science, but their significance to the imagination and human emotions. The arts include expression of fine feelings and should help much in any program of character building. This is one of the most vital reasons for added emphasis on all the creative arts in the upper grades of our schools.

3. *Art Appreciation* is now generally recognized as an essential part of education. New York State has recently adopted a two-hour compulsory course in all senior high schools with a definite emphasis on art for the citizen as it affects the dress and behavior of the individual, the domestic arts of homemaking and the civic arts for which we are collectively responsible. In Boston there is an increasing interest in similar courses and we believe they should be carefully planned and made available to all. The arts of the past should be studied to enrich other studies and to serve as a background for the arts of our day.

The need for expert supervision and specially trained art teachers has been amply proved by experience. Even with a carefully planned outline of lessons in the hands of every grade teacher the work deteriorates rapidly if for any reason the supervisor's help is not available. Not only expert knowledge but constant study and frequent conferences and demonstrations are necessary to keep the work alive and progressive. A director and nine assistants has been for some years the maximum staff of this department. The average number of

teachers visited by each supervisor is 210 with many special assignments at Teachers College, including extension courses and actual teaching.

The two greatest needs for the development of art education in the schools are:

1. More adequate time and credit for art in the intermediate and high schools. Plans are now underway for a new Fine Arts Curriculum to be offered to boys and girls in these two levels of education. This is very much needed. A rich course in Art Appreciation available to all high school pupils is also being developed.
2. At least one special art teacher in every elementary school to share the work with the regular teacher and to tone up the work in the lower grades. This would be better than increasing the supervisory force. Every master in the city agrees that to have one art specialist in every district would be a very desirable step toward more effective work.

We sincerely hope that Boston may always deserve her title "Athens of America." This should mean not only a glory in past achievements but a city enthused as Athens was when by her creative arts she raised herself to a place of supreme cultural importance. We have in the public schools now the potential artists, designers and appreciators of Boston as she will be in the near future. Boston and New England will do well to consider the arts as important assets in the present struggle for economic and social survival.

There is at present a wave of enthusiasm for the arts which should mean much to our city and state. Art Week, sponsored by the Chamber of Commerce, The Public School Art League of four hundred active senior and junior members, a full quota of Vocational Art students at the Museum of Fine Arts with a long waiting list, more professional art schools than any other city in the country, college and university art courses increasing every year, clubs and adult groups sponsoring art programs, magazines, newspapers and publishers putting forth art news and publications, all these things mean an unprecedented interest in art, which is of vital significance. The schools have helped to promote this interest and should develop it as a major part of the educational program.

REPORT OF CITY-WIDE TESTS IN COMMERCIAL SUBJECTS

The city-wide examinations in bookkeeping (Grade X) and Shorthand (Grade XI) were given by the Director of Commercial Education in the usual manner. The question papers this year were taken to the Teachers College, and distributed in sealed bundles to the proctors the day before the examination. Fifteen minutes before the opening of classes on the day of the examination these proctors were present in the classrooms ready to give the examinations. At the end of a period of forty minutes, the papers were collected, rebundled, and returned by the proctors to the Teachers College.

In addition to the teacher-training students in commercial subjects at the Teachers College, fifty girls, seniors at the Boston Clerical School, were sent over to help in the correction of the papers. This unpaid corps of correctors proceeded to mark the papers. At noon the following day all the papers had been corrected, assembled, and made ready for redistribution to the high schools to be placed in the hands of the pupils.

The dispatch and accuracy with which the correction was done reflects a great deal of credit on the commercial students of Teachers College and of the Clerical School. The Director of Commercial Education wishes to thank them all. He appreciates the cooperation of Assistant Professor Regan and of Mr. Bitzer of the Teachers College faculty. The efficacy of the examinations, and the efficiency with which they were given, are due to the enthusiastic cooperation of the heads of commercial departments and of the head masters.

The results of the examination showed a great deal of effective teaching in both shorthand and bookkeeping. The questions in bookkeeping were arranged to cover the bookkeeping cycle and were divided into five sections. This arrangement made possible the discovery of weaknesses in certain sections of the bookkeeping cycle and lent itself to remedial teaching during the month of June. This remedial teaching was undertaken seriously during the remainder of the school year and no doubt will result in a better trained pupil for the second year (Grade XI) bookkeeping classes.

The shorthand examination was a great success. One hundred words were selected from the Gregg Manual. These words were calculated to illustrate all the principles of shorthand. Some schools maintained an average score of 94.9 per cent. The average for the city was 86 per cent. The high standards maintained throughout the examination illustrates clearly that a check-up is beneficial for the teachers and for the pupils. For the teachers, it establishes a definite standard for which they may strive. For the pupil it motivates the learning process.

In this city-wide testing program in commercial education, no attempt is made to compare one school with another. The results which one teacher achieves are not compared with the results of another teacher. The purpose of these examinations is to establish definite standards for which the teacher and the pupil may strive. The examination is broad enough in its scope so that were the teacher to teach narrowly for the examination, the pupil would still receive instruction of a broad nature and the aims and objectives established in our Tentative Course of Study for the Commercial Department would be accomplished.

PHYSICAL EDUCATION

1. History and Background of the Work

Physical Education in the form of gymnastics was imported, as were many of our educational practices, from Europe. Sweden and Germany, especially, had formulated programs before 1860. The heavy tide of German immigration during the previous two decades, which flowed to the Middle West, bore with it gymnastic clubs called "German Turners." Through the activity of these societies, gymnastics was introduced in many mid-west cities.

During the next two decades, three systems, the Delsarte, the Ling or Swedish, and the German systems were adopted in various communities. The Boston School Department preferred the Ling system, and placed it in the curriculum in 1890. During the past twenty years there has been less emphasis on formal gymnastics and increasing tendency towards games and athletics, together with definite programs for improvement in posture. In both movements Boston has been in the forefront.

2. Historical Background of the Department Itself

In 1853 a rule was established that "every scholar shall have daily in the forenoon and afternoon some kind of physical or gymnastic exercise."

In 1860 a special committee was appointed to study the subject of physical training. As a result of this investigation, Professor Lewis M. Monroe was appointed to take charge of vocal culture and physical training. Superintendent Philbrick, in his annual report for 1874, in speaking of the services of Professor Monroe, said, "His influence and labors were far more valuable and effective in promoting progress in vocal culture and in elocution than in gymnastics and physical culture."

In 1863 the State Board of Education was directed by the Legislature to report concerning the introduction in the schools of military drill. In 1864, despite the refusal of the Legislature to pass bills authorizing it, military drill was introduced. In the same year instruction in physical culture was introduced under orders passed by the School Committee which have been called the "great charter of physical training in the Boston Schools."

In 1881 calisthenics, gymnastics, and military drill were authorized by statute, and prior actions of the School Committee in causing them to be ratified, confirmed. This act legalized what had long been done in Boston.

In 1890 the Ling or Swedish system of educational gymnastics was ordered introduced in all the public schools of the city and a director of physical training and four assistants appointed.

In 1891 an elaborate report on physical training was made. In 1892 investigation and elaborate report as to the proper seating of pupils and as to the injurious effect of unsuitable school furniture marked the first step in attention to the matter of proper seating.

In 1890 the need of playground work as a part of the physical training of the city was recognized by the School Committee and the first appropriation for this purpose was made.

In 1906 school athletics was placed in charge of the School Committee. At this period, country-wide interest was aroused as to the importance of physical education. In 1907 the Legislature increased the power of the School Committee in respect to physical education. A special appropriation from the tax rate was authorized for physical education and playgrounds.

The Department of Physical Education now embraces a wide scope of activities which begin in the primary grades and continue through all grades of the elementary, intermediate and senior high schools, and also through all four years of the Teachers College. These activities are not limited to the school programs, but extend into the after-school hours through the medium of recreational and vocational opportunities, offered by an after-school program of sports in junior and senior high schools, and by the playgrounds of the city.

The physical education activities of the elementary schools and of schools having intermediate classes are conducted by the classroom teachers, and, in all grades from I through VIII, the program calls for fifteen (15) minutes a day for physical education, which is divided into morning and afternoon periods of nine (9) and seven (7) minutes, respectively, except in the grades VII and VIII, which have only one fifteen-minute period a day.

The program of physical education activities for these grades consists of classroom exercises and games, folk dances and group games where building conditions permit, and an inten-

sive and invaluable program of exercises for the correction of faulty posture, this latter having received much favorable commendation from authoritative sources.

The classroom teachers conduct all exercises in these grades, under the supervision of a visiting instructor of physical education assigned to the work by the director. There are four full-time visiting instructors who cover, each year, about eighteen school districts each, visiting an average of 450 teachers three times a year. Their duties are to instruct and help the teacher in her work, to mark all pupils for posture grouping, to arrange and organize the posture program and to teach and supervise folk dances and group games. In addition to the four full-time instructors, there are two who give part time to this work, being assigned to senior high school work at other times.

The activities in junior and senior high schools having gymnasia are under the direction of professionally trained teachers of physical education, and consist of all possible activities which can be offered in a gymnasium, as well as a splendid program of after-school activities, such as track, competitive games and sports for boys, under the direction and supervision of men teacher coaches; and intra-mural competitive games and athletics for girls, under the direction and supervision of the woman instructor of physical education.

The Teachers College curriculum requires every student to participate in the activities of the physical education department as a necessary part of their professional training, and to take prescribed courses in the theory and practice of physical education. These prescribed courses train and prepare the students to teach the work required in the elementary and intermediate grades, and to organize and direct playground activities.

The Department of Physical Education assumes full charge of the organization and direction of the games, plays and other educational work taught on the playgrounds of the city through the fall and spring months, and throughout the entire summer vacation. The work is carried on by the graduates of the Teachers College of the City of Boston under the guidance of the Director of Physical Education, assisted by one permanent supervisor and four temporary supervisors.

THE DEPARTMENT OF THE EXTENDED USE OF THE PUBLIC SCHOOLS

History

Twenty-three years ago the Department of the Extended Use of the Public Schools was created by the School Committee following the passage of a Legislative Act in 1912. This Act provides for the use of school premises after school hours for the conduct of educational and recreative activities by the School Committee and for the use of school property by individuals and associations for such educational, recreative, social, civic, philanthropic and similar purposes as the School Committee may deem to be for the interest of the community. For the purpose of thus providing the usefulness of school property and for carrying out the provisions of the Act, the Legislature authorizes the School Committee to make annual appropriations in addition to and in the same manner in which it makes appropriations for the support of the public schools.

This legislation came as the result of a local demand, part of a movement nation-wide in scope, that schoolhouses should not only meet the needs of children during the day but also should be open after school hours as neighborhood social centers; centers for neighborhood life and welfare, for civic and social betterment, for citizenship training and for the development of community spirit and true democracy. Round out the educational program by including the leisure-time activities of grown-ups; extend the opportunities for self-expression and self-improvement by providing for the avocational pursuits, the cultural and hobby interests of young men, young women, their parents and adults generally, was the popular demand of the day. "Education through recreation," in a word, was the meaning of the movement which the School Committee sought to promote in the establishment of the Department of the Extended Use of the Public Schools.

This citizenship movement for the wider use of the school plant, however, had its origin in other than a desire to strengthen and enrich community life and interest; there was a more practical side to the question. Allowing costly school property to lie idle so much of the time amounted to

economic waste, it was generally felt. School buildings belong to the citizens, are well-equipped and well-located for community use, and capable, therefore, of rendering larger returns on the investment without interfering with their primary purpose — day school instruction. Why not, then, make larger use of them? Have our school buildings render a triple service to the community — day schools, evening schools, school centers — was the decision of the School Committee.

Though the year 1912 marks the creation of the Department of the Extended Use of the Public Schools, still the school buildings of Boston were occupied after school hours for community purposes long before 1912; in fact, the history of "extended use" dates back to 1898, thirty-seven years ago.

Previous to 1898 community use of school buildings after school hours was little sought and seldom permitted in Boston. Early that year, the School Committee, upon the petition of citizens, opened several school halls, free of expense, for an experimental series of "Free Public Lectures for the People." So successful were these lectures and so universal was the public approval of such use of school property, that the Mayor of Boston later in the year recommended the establishment of free public lecture courses to be given annually thereafter in the various schoolhouses, stressing the point that "such courses of lectures afford extensive and varied opportunities for the continuation of education in adult life and such a plan involves a much larger utilization with a slight additional cost of a very expensive school plant."

During 1899 a series of "Chamber Concerts" and "Public Lectures" were conducted in school halls under the joint auspices of the School Committee and a commission appointed by the Mayor. These concerts and lectures were repeated the following years in various sections of the city but had to be denied many districts owing to inadequate lighting of the local school halls. "It seems self-evident," said the Committee on Lectures, in a special report, "that every means should be employed by the School Board to use and make available the great school plants of the City of Boston. Our schoolhouses should be not only educational centers for making good citizens of our boys and girls in the daytime, but they should be also equipped in such a manner that in the evening they will be educational centers of interest and power making for good citizenship, and influencing all in the community toward a

high American citizenship. We suggest and request that the Schoolhouse Commission provide electric lighting in all school halls." In compliance with the request, electric lights were installed in most of the school halls.

Two years later, the School Committee, in response to petitions, opened up several gymnasiums, thus dedicating another section of the school plant to community service after school hours.

Shortly after the School Committee organized for 1902, an order was passed that the Committee on Schoolhouses "consider and report to the Board the expediency of a more extended use of school buildings outside of the regular school hours." Following a favorable report by this committee a "Special Committee on the Extended Use of Schools" was appointed, which committee, in 1902, established and conducted two "Educational Centers" (the forerunners of our modern "School Centers") in the North End and Jamaica Plain.

Along with the opening of these Educational Centers in 1902 came so many applications from individuals and local organizations for permission to use school buildings or parts of school buildings for social and business meetings which "the committee believed to be of educational value and importance" that an order was passed authorizing such uses of school buildings.

The first year of the Educational Centers was so successful that the Board in reporting on the many uses to which schoolhouses had been devoted for the public good during the year made the following prophetic statement: "This development of uses to which the school plant may be devoted has taken place within a very short time and has by no means reached its limit. Such structures as our newer buildings are examples of what may be availed of during hours when the pupils are not in attendance for social gatherings, and for meetings of local societies; in brief, the schoolhouse should be used by the people for such purposes as the people themselves may deem for their own benefit and from which should radiate an atmosphere of mutual sympathy and helpfulness."

Similarly the Superintendent of Schools, in an address made to the masters of the schools during that same year, 1902, said: "We shall do well, I think, to consider seriously the significance of the recent movement represented by the so-called 'Educational Center.' There are those who seem to think it is a passing fad. But it will hardly be wise thus

lightly to dismiss the matter. The 'Educational Center' doubtless has been called into existence by causes we may recognize among the social conditions that prevail in most of the neighborhoods in the city. That there may be a 'more extended use' of our fine public schoolhouses is hardly an adequate statement of the purposes of the 'Educational Center.' To use a building merely for the sake of using it is not in itself a laudable thing to do. There is a larger and higher purpose. No one can doubt this who has seen the assemblies of youth and adults at the Educational Centers. The purpose is primarily a social one. It touches in a large way the social life of the neighborhood which it refines and elevates through the useful and pleasant occupations it affords for a large number of persons. But the purpose is also educational, both directly for the persons who come in for instruction and indirectly for all the schools by enhancing in the minds of the people their sense of value of things educational. There can be no doubt when the boys and girls in the day schools see their elder brothers and sisters, and even their fathers and mothers, going to school in the evening that they will themselves feel an increased respect for their own school work. The influence of a well-managed Center ought to be and doubtless will be manifested by a general uplift in all the other schools of the neighborhood and by a higher intellectual and moral life in the community."

The following year, 1903, saw the establishment of three more Educational Centers, one in South Boston, another in East Boston, and the third in the West End, making five in all. In 1904 and part of 1905, the five Educational Centers were operated with great success. They were in session five nights a week; each Center in addition to the principal had an instructor for each class. The following activities were formed and maintained out of the regular appropriation of the schools: Lectures; Studies Required for Civil Service Examinations; English to foreigners; Study Classes; Boys' Clubs; Cooking and Housekeeping; Sewing, Hand Machine, Patching, Mending, Darning; Dressmaking, cutting from pattern; Millinery, hatmaking and trimming; Embroidery, plain and artistic needlework; Applied Psychology; Braiding and Weaving; Mechanics, metal and woodwork, steam, electricity, printing; Drawing and Color; Physical Training; Music.

These five Educational Centers continued to be supported

out of the annual appropriation for the maintenance of the schools until 1905 when the regular school appropriations could no longer finance both day and evening work. The Centers were then suspended pending the enactment of legislation by which the tax levy would provide a special appropriation for Centers, separate from the sum raised for general school purposes. This was accomplished by the legislation of chapter 195, Acts of 1912, described above.

In April, 1912, the School Committee adopted a report of the Superintendent providing for the establishment of four School Centers the following autumn to be maintained by the special appropriation authorized by the Legislature for the Extended Use of Schools; this fund to also meet the cost of occupancies of school buildings by local civic organizations, district improvement associations and the like.

With this special fund available, a director and personnel appointed, an organization set up and necessary arrangements completed, the department got under way with the opening of four Centers on the evening of October 16, 1912; one in Charlestown, one in East Boston, one in Roxbury and one in South Boston; all with a program of extension activities for halls, gymnasiums and rooms much similar to the schedule of the original Educational Centers of earlier years.

Since 1912 the department has gradually developed and expanded its service to the citizens of Boston by establishing from time to time additional Centers and aiding local organizations in their efforts to improve local conditions through meetings held in schoolhouses. From the beginning the aim has been to build up this extension work slowly and conservatively, adding to it only as fast as the people themselves wished. Methods designed to win and hold public confidence have been employed; quality and service, permanency and stability have been sought; the policy of the department being to open new buildings and start new activities as fast only as local needs indicate and funds permit.

Organization

The department as organized today includes School Centers, Home and School Associations and Additional Use of School Premises by individuals, organizations and societies for social, civic, patriotic, benevolent and educational purposes.

There are fourteen School Centers and forty Home and

School Associations. Also, more than four hundred groups and organizations occupy schoolhouse accommodations after school hours regularly or occasionally during the course of the year for their own meetings, entertainments and the like; most of these oeganizations pay light, heat, custodian and other service charges; others meet at the expense of the department appropriation with the express consent of the School Committee.

The department personnel consists of one director and one clerical assistant; fourteen managers of school centers; one manager for the home and school associations; two hundred or more leaders and helpers for school center activities. The managers and entire staff are citizens of Boston, trained and qualified, for the valuable social, civic and educational work they perform in each community. The entire personnel are appointed by the Superintendent with the approval of the School Committee.

In addition to the regular employees for the School Centers and Home and School Association work, there are others on a reserve list for occasional assignments to buildings occupied under permit from the Secretary of the School Committee. This same list of reserves is drawn on for substitute and extra service in School Centers.

The department has a representative Citizens' Advisory Board and each School Center is strongly organized with a Citizens' Advisory Committee, Members' Council and a Staff Conference which contribute to the life and stability of each Center. The local Advisory Boards, composed of public-spirited business and professional men and women of the district, help interpret the Center to the neighborhood and advise the local managers on various problems and help arrange and conduct some of the programs. The Members' Council, composed of club delegates, all citizens of the local district, assist in developing the principle of self-government and in putting into action Center policies. The staff members, both paid and volunteer, through conferences with the manager, aid in guiding and promoting Center policies and activities.

The interest and control taken and exercised on the part of the community is reflected not only in the Advisory Boards, Councils and Conferences but also in the active Mothers' and Homemakers' Clubs of the School Centers whose membership plays an important part in framing and conducting

programs; they sponsor many of the activities of the Center and represent the Center on many local civic and welfare boards.

Finances

The department in its annual budget must not only finance School Centers but also meet the light and heat costs, custodian (janitor) attendance and cleaning fees incurred in opening schoolhouses for meetings of Home and School Associations, Posts of American Legion and Foreign Wars, Boy and Girl Scouts, School Alumni Associations and similar civic, patriotic and educational groups approved by the School Committee.

Prior to 1930 the full appropriating power of the School Committee was annually provided the department. In 1930 the appropriating power was $96,313.31; the appropriation awarded the department was only $93,139.83, or $3,173.48 less. In 1931 the appropriation was $93,174.83. In 1932, when the necessity for materially reducing appropriations first arose, the department appropriation for that year amounted to $66,461.91, a reduction of $26,712.92. In 1933, the appropriation was $68,700.83; in 1934, $69,000. In the past five years, a total savings of almost $95,000 has been accomplished, as large as if not larger than any other department in the school system.

The appropriation for 1935 is $71,756.05. This fund is not part of the regular school appropriation. It is separate and can only be used for the purpose stated in the Legislative Act. Only by the exercise of the strictest economy is the department enabled to live within its appropriation. The department appropriation is about the smallest and the per capita cost about the lowest of any department under the control of the School Committee.

Considering the reductions and savings in past years, this department has already done its full share to ease the financial difficulties of the School Committee and cannot be expected to go any further in that direction. Further reductions would seriously cripple the department. In fact, as the times improve, the appropriation for the department should be increased. With a sufficiently increased appropriation, the department could put the present fourteen School Centers back on the old three nights a week basis in place of the present two nights a week schedule, lengthen the season for School

Centers so that those attending School Centers could be more frequently served; establish new clubs. New School Centers could be opened to good advantage in many sections of Boston where they are needed and wanted, for example, Jeffries Point, East Boston; Sullivan Square, Charlestown; Andrew Square, South Boston; Fields Corner, Dorchester, and Grove Hall, Dorchester, where facilities are now available and in other sections, too, when new schoolhouses with suitable and adequate accommodations are erected.

School Centers

Beginning with the four original School Centers established in Charlestown, East Boston, Roxbury and South Boston in 1912, ten more Centers have been opened in the past twenty-three years in as many different sections of Boston, so that today the system of School Centers stretches from East Boston to Hyde Park, Charlestown to Dorchester, South Boston to Roslindale, serving citizens of all classes, creeds, nationalities and economic conditions.

School Centers are for the development of intelligent public spirit through the community use of the common schoolhouse, for the free discussion of public questions and for all wholesome civic, educational, social and recreational activities.

School Centers are common gathering-places; rallying-points for community effort and cooperation; School Centers are Community Clubhouses.

School Centers aid young men, young women, their parents and adults generally to improve their leisure time by membership in self-governing clubs, social and informally educational in character, and by attendance at concerts, lectures and entertainments.

School Centers attempt to break down racial, religious, social barriers and distinctions in the most natural place for such an undertaking, the public schoolhouse.

School Centers offer young people opportunities for recreation as counter-attractions against places of dangerous amusement. Even the best regulated places of amusement afford opportunities for passive hearing and seeing. Young people in School Centers take an active part in the programs under proper, helpful supervision and guidance. Members of School Centers perform themselves rather than watch others perform. They learn by doing. School Centers endeavor to increase the

opportunities for members of the community to participate in recreative activities. New ways for the development of mind and body are constantly opened up in School Centers for everyone to take part in some wholesome form of activity through the various musical, dramatic, athletic, social clubs and hall programs. By membership in the many and varied groups, semi-educational in value, young people learn self-government and social cooperation. Many opportunities are afforded men and women to meet and discuss community interests and the improvement of civic life, through forums and public meetings where much useful information is imparted from time to time on civics, household economics, hygiene and kindred subjects, all tending to enable citizens to come to a clearer understanding of national, state and municipal affairs and to unite for the good of their neighborhood and city. Those attending School Centers are taught self-help and self-reliance; they are also taught to subordinate themselves and work together for the common good. School Centers are training grounds for good citizenship and civic responsibility, initiative and action, teaching citizens old and young to work with other people, a most difficult yet desirable accomplishment; they provide opportunities for meeting one's neighbors; for neighborhood organization and group action to create a better city and mould the future. School Centers promote and develop supervised groups not alone because of their educational and cultural values but because they teach the social lesson, also. Numbered among the "graduates" of School Centers are many successful business and professional men, educators and civic leaders, both men and women. School Centers are civic assets.

School Centers are open two evenings a week (before the depression set in they were open three evenings a week) and one afternoon a week for meetings of women's clubs. Attendance figures run nightly from hundreds in the halls and gymnasium to classroom groups of fifteen to fifty. Few persons no matter in what direction their leisure-time interests may lie, can fail to find a place in the modern School Center so numerous and diversified are the clubs, classes and activities. Wherever no such opportunity exists, one will be provided if the demand is sufficient. "Something for Everybody; Everybody Welcome" expresses the program and spirit of the School Centers, Besides the regular School Center clubs and classes, each School Center from night to night houses and accommodates

various groups representing the different social, fraternal, charitable, benevolent and civic organizations of the district, thus putting to the fullest service of the community Boston's large, commodious school buildings.

Today there are forty or more (in 1912 there were twelve) different School Center clubs and activities classified as civic, social-educational, recreational and industrial, for example, forums, boy and girl scouts, community meetings, debating, parliamentary law, lectures, local improvement associations, civic clubs, orchestra training, musical clubs, dramatics, choruses, concerts, young men's, young women's and women's clubs, gymnasium games and gymnastics, photoplays, entertainments, dances, socials, basketry, oil and china painting, home cooking, dressmaking, sewing, embroidery, knitting and crocheting, nursing and first aid, shopwork, lamp shades, wax craft, paper craft, art craft, art, interior decorating, home decoration and home gardening.

In addition to the above activities, instruction in golf is offered in one School Center, tennis in one School Center, bridge in three School Centers and dancing in four School Centers. Instructors for these activities such as golf, etc., are not paid by the city, but by the members of the classes and others participating. These special activities are a legitimate part of a recreational program and in some large cities where the municipality supports a recreation department, are offered free. The municipal golf course at Franklin Park, this city, was built and is maintained by the Park Department. The Department of the Extended Use of the Public Schools supplements the outdoor opportunities for golf offered by the city by providing indoor instruction at the expense of those citizens who may care to avail themselves of it and pay for it.

Many School Center clubs and classes meeting in School Centers pay their own leaders — some have volunteers. All supplies, materials, utensils and special equipment used in School Centers are provided by the club and classes, themselves, not by the city.

School Centers are organized on a club basis, are self-governing, with officers elected and dues self-imposed. Emphasis is placed on the club and social aspects rather than on the class and formal, educational phases; also on adult membership. Pupils attending day schools are admitted to special group meetings such as boy and girl scout troops and to occasional

hall programs at the discretion of the local manager, provided no objections are made by the principal of the day school which such pupils attend.

Whole families wend their way from the home to the School Center; the parents to hall programs and men's and women's clubs; the sons and daughters to the gymnasium and rooms for games, handcraft, musical clubs, dramatics and social dancing.

School Centers are not standardized; they all differ; each is fashioned to meet the needs and takes on the complexion of the particular district in which it is located, with a schedule of activities that the people themselves want. Nothing is imposed on them by the department itself; there is a wide freedom of choice and action. Sufficient attendance and interest to justify the expenditure of city money, proper behavior and use of property are the sole requirements.

School Centers, Home and School Associations and similar occupancies of school buildings after school hours do much to sustain and perpetuate interest in our schools on the part of the citizens. Far too often pupils upon graduation sever all connections with the school system to the detriment of the latter — School Centers, etc., help keep citizens in touch with schools. Whole families share the use of the school buildings; the children in the daytime; older brothers and sisters and parents in the evening; this makes for better feeling toward the schools from the grownups of the community and helps bring about a better understanding and solution of the educational and financial problems that confront the School Committee, principals and teachers from year to year. School Centers help win community support for our schools.

An important service rendered by the School Centers is in cooperation with the E. R. A. (C. W. A.) of Massachusetts, Music, Dramatic and Vaudeville Divisions. Weekly programs are given in School Center halls by unemployed professional musicians and actors on the relief payrolls of the E. R. A. By such cooperation with E. R. A., the Boston School Centers enable these unemployed men and women to earn the maximum allowed by the E. R. A. Without the use of School Center halls, their opportunities for employment would be greatly lessened. These E. R. A. programs attract large audiences; at times, overflow audiences. The Centers also provide rooms for amateur groups under the direction of a

paid E. R. A. worker. Once the E. R. A. disbands and government aid ceases, these room groups will lack meeting places and leaders. In that event, undoubtedly, our department will be called upon to take them over.

Civic and social education has been the purpose and aim of the School Centers since their inception. This comparatively new, informal, voluntary education for adults, differing as it does from the traditional, formal, compulsory education for children, to which the city has been accustomed for generations, has, for that reason, encountered difficulties and misunderstandings. Progress and growth, therefore, has been slow, but steady, nevertheless; ground being gained little by little, step by step, year by year; public favor has been won gradually. Today, School Centers are understood at their true value and enjoy, on the whole, public confidence and support. In this slow, steady growth lies strength — for things that endure grow slowly, it seems.

While School Centers have always been a distinct contribution to better citizenship and a happier and more wholesome community life, today they are more necessary than ever. In School Centers citizens find solace and comfort, pleasure and relaxation from the troubles and complexities of modern life. School Centers add to the sum total of human happiness, they make for a happy, contented citizenry — a happy citizen is likely to be a good citizen; an unhappy, discontented one is apt to be a bad citizen. With business conditions as they are and the morale and courage of our citizens at a low ebb, the work of School Centers must be sustained and maintained. The large number of unemployed throughout Boston must now as never before be helped and served by the municipality. Increased opportunities rather than fewer (none at all would be disastrous) must be afforded our citizens to meet in School Centers, so that they may improve their leisure and employ their idle time by membership in clubs and classes, attendance at concerts, lectures and entertainments, and in every other way leading to neighborly companionship and mutual helpfulness. Educators, the country over, agree that with the shorter working day already here and still shorter working hours to come, training for leisure and leisure-time activities, such as School Centers provide, must be stressed and supported. Hence the present and future need of School Centers.

Home and School Associations

The second division of the department's activities comprises the local Home and School Associations (parent-teacher associations) forty in number. The total annual attendance for meetings of Home and School Associations is over 26,000.

Previous to 1917 the Home and School Associations were conducted under the auspices of a private organization — the Boston Home and School Association. In 1917 this Association was absorbed by the Department of the Extended Use of Public Schools and the thirty local parent-teacher organizations were put under its control and supervision, at the request of the Association itself, and by the following action of the School Committee at its meeting of March 22, 1917 —"Ordered, That the School Committee hereby approves of the organization of home and school associations in all districts and herewith assigns the Director of the Extended Use of the Public Schools to promote the organization and development of such associations."

The purpose of these associations is to bring the parents and teachers, the home and the school, into closer and more effective cooperation for the promotion of their joint enterprise — the education of the child and the advancement of its best interests. Working alone, the task at times is too great for either the school or the home, the parent or the teacher; working together, the problem is much simplified.

These associations are composed of parents, guardians and others who have children in the schools, principals, teachers and other members of the day school staff.

These associations meet once a month, four times a year or less in the various school buildings. They elect their own officers, are self-governing, with dues self-imposed. The appropriation for the Department of the Extended Use of the Public Schools meets the cost of light, heat and custodian (janitor) attendance and subsequent cleaning of premises for meetings of these associations.

All the local associations are federated into a central body called the Boston Home and School Association. This association has its own set of officers, an executive board, directors and an advisory board.

A member of the department staff is assigned for work with

the Home and School Associations, forming and organizing new associations, serving and assisting existing ones.

These associations afford parents and teachers opportunities to exchange helpful information regarding the child's habits, aptitudes, character and progress; they give parents an opportunity to get first-hand information about the school's objectives from talks given by the principals at the local meetings and from regular bulletins issued by the Boston Home and School Association. Sometimes at the local meetings various types of school work are exhibited; occasional benefit entertainments are held and money raised to buy noted pieces of statuary, copies of famous paintings, flags, tablets and the like for the interior decoration and beautification of the school. Money is raised to establish hospital beds, to buy shoes, rubbers and glasses for the poor and milk for anemic children; instruments, too, for school orchestras have been furnished by associations. Scholarships for needy students have been established by local associations; they have also aided in bringing to a successful issue campaigns for playgrounds, branch libraries, new and improved schoolhouse accommodations and similar projects of inestimable value to the school child. Regularly these associations give opportunities at their local meetings to members of the School Committee and Board of Superintendents to speak directly to the citizens about the proper maintenance and development of the school system.

The value of local home and school associations was aptly expressed by an editorial writer in a Boston daily several years ago. In speaking of the loss of that cordial relationship which should exist between parent and teacher, owing to the great growth of the schools which tends to put teacher and parent out of touch with each other, he said, "This was not always so. Under an earlier New England system the teacher of the little schoolhouse 'boarded round,' spending a week with one family and then moving on for a week with the people across the way. In those days parents and teacher met first on a social basis, and, when any difficulty arose in the classroom, the teacher had already established a right to be treated as a human being rather than a cold-blooded official.

"A modern movement is aiming to restore some of this old cordiality, in what is called the Parent-Teacher Association. A meeting is called at the schoolhouse for an evening. Teachers

are there and all the parents are invited. They talk some shop, of course, because of their common interest, but in it all there is a human interchange. Both parents and teachers appear to advantage. The next time one of these parents goes around to the schoolhouse because Johnny has a low mark in arithmetic, or perhaps has offended classroom ethics, there is a real probability that the two may join forces, to the end that Johnny may become both a gentleman and a scholar.

"It is just as important for the parents to visit the school once in a while as it is for the children to go there daily. An overwhelming majority of teachers are in the work because they love it. They are eager to do the very best by every child and if they can get to know the parents they are able to straighten out many a tiny matter which left alone might breed in the child a strong distaste for school."

That the School Committee of the past, like the Committee of today, believed in and fostered Home and School Associations is seen in the following extracts from the Committee reports for 1909 and 1912.

"During the year many districts have attempted to bring the community into closer relation with the schools by means of parents' associations. Such associations require time and effort, but the resulting spirit of cooperation and helpfulness well repays." 1909.

"Connected with many of the schools are parents' associations, which serve a most useful purpose in connecting the interests of the home and the school. These associations hold their meetings usually once a month in the main building of the various districts, and afford a most valuable means of bringing the parents into closer contact with the schools, giving them opportunities to become better acquainted with the teachers, and also to engage in social and friendly intercourse with each other on a common plane of interest. Not infrequently some form of entertainment takes place at meetings of these associations, and refreshments are served. It is suggested that parents who are not already members of their local association talk with the principal of the school their children attend with regard to the matter, and learn how they may become members, and thereby benefit themselves, their children, and all the public schools, thus serving the common good of all." 1912.

Additional Use of School Premises

The third division of the department includes occupancies of school premises under permit from the Secretary of the School Committee.

Extract from the Rules and Regulations of the School Committee.

"Sect. 441. No school building or part of a school building or school yard, shall be used for other purposes than the regular work of the schools except by order of the School Committee, or upon the written application of a responsible person stating the purpose for which such use is desired. Such application shall be filed with the Secretary of the School Committee who may issue permits in accordance with such applications as she may approve, and may cancel such permits at her discretion; and no custodian shall open a school building for other than school use, except by order of the School Committee, unless such permit shall have been issued."

Under the above regulation, occupancies of school buildings by individuals, organizations and societies for political rallies, entertainments, dances and the like are allowed under permit from the Secretary of the School Committee, following advance payment of light, heat, custodian (janitor) attendance, cleaning and other service charges in accordance with a printed schedule adopted by the School Committee entitled "Schedule of Extra Compensation for Custodian Service and Schedule of Charges for Use of School Premises." Whenever a permit is issued for such occupancies of school buildings, an employee of the Department of the Extended Use of the Public Schools is assigned by the director to see that the rules governing the use of schoolhouse accommodations are observed and to render general service at the entrance and elsewhere in the building. A woman attendant is also assigned for matron, coat-room service, etc., whenever socials and dances are held. Fees for such employees and attendants are paid by the holder of the permit, not by the city.

Also, under the above regulation, the Secretary of the School Committee issues permits for meetings of Home and School Associations, Parents and Teachers, School Alumni Associations and Class Parties, Responsible Citizens, Local Improvement Associations, Boy Scouts, Girl Scouts, Legion Posts, etc. In case of such occupancies, the cost of light and heat,

custodian attendance and cleaning fees is met by the appropriation for the Department of the Extended Use of the Public Schools, provided no admission fee is charged. When admission fee is charged, the scheduled charges are assessed, to be paid by the group itself, not by the city.

The charges of light and heat set forth in the schedule are intended to cover the actual cost thereof to the city. The charge for custodian service is to compensate custodians for extra service required of them, and which is not included in the regulations prescribing their duties, in accordance with which their regular compensation is determined. This charge does not include the checking of garments, the collection of tickets of admission, door-tending or furniture moving. The charge for other service is for that performed by persons of various ranks assigned by the Director of Extended Use of the Public Schools when, in his opinion, the attendance of such persons is necessary.

This privilege accorded social, benevolent, fraternal organizations and the like by the School Committee to occupy school premises enables them to conduct benefit entertainments in aid of their charitable and welfare work. Were it not for our school halls, stages and gymnasiums, these worthy philanthropies would be impossible, as in many parts of Boston there is either no suitable public hall at all or else no local hall large enough or properly equipped to accommodate the numbers attending or the dramatic performances presented by them.

In 1912 only a few outside independent organizations took advantage of the privilege of using schoolhouse accommodations. During the past year over two hundred groups paid for and occupied school premises.

In 1912 fourteen different buildings served the community after school hours. This past year more than 140 schoolhouses were opened over 2,000 times for School Center and other neighborhood purposes with a total attendance in School Centers of over 500,000, in non-School Center buildings over 400,000, grand total attendance over 900,000. In 1912 the grand total attendance was 25,000.

The records of the School Committee down through the years even as far back as 1909 and 1910 give ample proof of the School Committee policy towards the Extended Use of School Buildings; for example, in the proceedings for those

two years the following statements are made: "The Board has always favored the fullest use of school buildings for meetings of organizations tending to better the social and moral conditions of the community." 1909.

"To make the school buildings serve a broader and more useful purpose the School Committee is in hearty sympathy with a more general use of the school plant for lectures, concerts, social and educational activities of various kinds which promote civic advancement and public welfare." 1910.

COMMENDATIONS

"Wider Use of School Plant for Community Activities — Recreation — that which recreates and strengthens body, mind and spirit. Recreation is education. A school board which concerns itself about recreation is not going off on a tangent but taking upon itself the responsibility for the complete problem of education by adding the 'Fourth R'. Need wisdom in the Three 'R's' to make a living — but wisdom in the 'Fourth R' is needed for a full life. Recreation or wisdom in the use of leisure time.

"During working hours man makes a living.
During hours of leisure, he makes a life.

"Responsibility of a school extension department is not merely to provide recreation but to create leisure-time habits and interests.

"The school building should be not only for education but for recreation and civic life.

"Many leisure-time activities are of a nature needing equipment which school already has.

"Poor economic policy to use million dollar equipment only two hundred days a year and only five and a half hours a day.

"Has the community the right to spend money for extra recreation buildings when it already has millions of dollars invested in buildings which can serve the purpose and serve with more intimate results."

M. C. POTTER, Superintendent of Public Schools, Milwaukee, Wisconsin; President, Department of Superintendence of the National Education Association.

" . . . the school must win the faith of the home in its constructive aims. To this end, the more completely

the school is in a position to constitute itself a social center, to which the adult group may come, both day and night, the more successfully will it accomplish these purposes."

WILLARD W. BEATTY, Superintendent of Schools,
Bronxville, New York.

"American people are no longer satisfied for their school buildings, erected usually at a heavy cost, to be used only for day classes in ordinary instruction. Such loss of educational opportunity is not to be endured with complacency."

JNO. J. TIGERT, Former U. S. Commissioner
of Education.

"Recreation includes all the beautiful skills, crafts and hobbies that human beings can practice, on and up to the finest of the fine arts. I call this the higher recreation. You may think of music as a typical form of it, though, of course, there are a hundred others. We need playgrounds for the body, but we need also the playgrounds for the soul, and it is in them, I think, that the most enjoyable recreation, the most delightful and lasting of leisure occupations are to be found.

"Unquestionably a new era in education is dawning, the next step forward will be education for leisure."

Principal L. P. JACKS of Manchester College,
Oxford.

"We have increasingly deplored the Main Streets of America. The trouble with those of us who have lived on the Main Streets of our civilization has been that we have been occupied chiefly with the instruments of life — the instruments of making a living. Thus we have had no chance to learn the art of wondering about things, of thinking in wider areas, of cultivating the more gracious arts of human intercourse.

"We have had no time. We have been compelled, as a nation to be an animated workshop and counting house, and as a people we have developed chiefly the virtues — and the vices — of traders.

"The significance of what is happening among us is that at last, apparently, we are going to have time. Given hours to spare from the grind of earning a living, and intelligence to know how to use those liberated hours, there is every reason

to believe that we shall find ourselves emerging into a new quality of life. The New Leisure, in short, may be the seeding-ground for an American culture."

Professor H. A. Overstreet.

"To reduce the strength of health departments, to cut down the facilities for recreation in a period of depression like this is to invite the most serious of trouble, now and for a long time in the future. In short, the hysterical mood is not the one most favorable to wise and foreseeing readjustments of governmental expenditure. I confess to a very genuine alarm at the activities of some well-intended citizens who are carrying on a crusade against high costs — sincerely, but, as it seems to me, destructively."

Charles E. Merrian, Professor of Political Economy,
University of Chicago.

"The joy to be found in creative hobbies has been unknown to most Americans until the recent emphasis placed by sociologists upon the constructive use of leisure time has placed before the public particularly through the medium of the schools, programs of arts and crafts.

"Now suddenly millions are entirely out of work. Many other millions are working only 30 hours and less out of 105 working hours a week. If we figure the working hours of the average adult to be 15 out of 24, there are at least 75 hours of leisure time a week for everyone. These 75 leisure hours are our greatest social menace, but they may become, under the guidance of government leadership and the cooperation of public education and social welfare organizations, a national blessing.

"The educators have already set the pace in this new education for leisure. The great question is: Will those who control and develop our great material resources do their share in making these resources available and usable by the people?"

Ernest Hermann, Dean of the Boston University
Sargent School.

"The community-used schoolhouse creates the atmosphere that makes the neighborhood feel like home.

"It's a good idea."

Archbishop Ireland.

"The School Center is a great agency for democracy, because it is an institution for the people. The School Center is an agency for freedom, for self-expression on the part of the individual or of the group. The School Center does not need to impose the plan of the leader on the attendant but encourages the citizen to express what he feels. The group in turn is made up of individuals of similar feelings and tastes. How varied are the activities of the School Center. Freedom brings forth fruit of many kinds and colors of many hues. In one of our large buildings on a Center night will be found an immense variety of human expressions — clubs of every shade, orchestras, dramatic societies, boy scouts, cooking classes, lectures, debates, forums, social gatherings.

"The Center opens its doors to all who wish to take counsel with others as to what things should be done to better our democracy. Discussion, debates and resolutions — this is how people formulate ideas and adopt action. Many of us are interested in projects other than political but we all seek expression of something in us. The Center invites and seeks these to use buildings erected for the common welfare of all, in every way in which human sentiment or human fancy may tend. The Center has no program of its own choosing; the people who come make the program. The people have made the Center and will maintain it. Present-day democracy needs the Center as never before. It is a fitting bulwark against the dangers that threaten democracy."

FRANK V. THOMPSON,
Former Superintendent of Schools.

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"The schoolhouse should be a community center and used nightly if necessary for the civic and social welfare of the community. It should be here at such gatherings that the pulse of the people could be ascertained in regard to questions concerning the betterment of the community. It is here also that social activities should be carried on. By such means we are to build up a strong healthy community spirit and make our young men and women ideal American citizens."

FREDERICK L. BOGAN, M. D.,
Former Chairman, Boston School Committee.

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"The Boston School Centers have assumed leadership in promoting true democracy, fraternal association and mutual

helpfulness. Civic pride in Boston and her institutions should call every man and woman to take an active interest in School Center work. The Centers are a most powerful agency for improving civic conditions and bettering community life, possessed as they are of unlimited facilities for the work. Their power for good and general helpfulness is unsurpassed by any other civic organization or agency of which I know."

RICHARD J. LANE, Esquire,
Former Chairman, Boston School Committee.

"This country will not be a good place for any of us to live in unless we make it a good place for all of us to live in.

"We can and we shall make every schoolhouse a Senate Chamber of the people."

President THEODORE ROOSEVELT.

"The schoolhouses dotted here and there and everywhere over the great expanse of this nation will some day prove to be the roots of that great tree of liberty which will spread for the sustenance and protection of mankind.

"What I see in this movement (The School Center) is a recovery of the constructive and creative genius of the American people."

President WOODROW WILSON.

"This civilization is not going to depend upon what we do when we work, so much as what we do in our time off. We are organizing the production of leisure. We need better organization of its consumption."

President HERBERT HOOVER.

"Morality and education, through the development of which a better and more intelligent and common understanding has been developed, are through the community centers blazing the way toward the light now dimly visible through the fogs of ignorance and the mists of human weakness, heralding the dawn of a happier and brighter day.

"What the heart is to the human system, the School Center can be to the existence of America as a nation.

"Without new blood constantly delivered throughout the

human system man cannot live and without new thoughts, purposes and acts that promote human welfare, a republic cannot live.

"The potentially useful purposes served by the School Center earn for it the aid and support of all."

Governor James M. Curley.

Copy of letter from Governor Ely to the Chairman of School Committee in each Massachusetts city or town.

November 3, 1932.

Dear Mr. ——

I am writing to ask your cooperation and advice with regard to what I consider one of the most fundamental problems we are facing during the coming winter,— that of maintaining the morale of unemployed boys and girls who are through school and have nothing but time on their hands.

Because of the prolonged depression, churches, libraries and other existing recreation centers are already over-taxed to care for the increased number of non-paying members who use their facilities. Some means must be provided to take up the slack. It has been suggested that the use of gymnasiums, auditoriums, reading rooms and work shops in the various schools throughout the Commonwealth may be made available to groups of young men and women at such periods as do not conflict with the regular school schedule.

If this can be done, school authorities are in a position to alleviate the problem to a greater extent than any other public or private organization.

Any concerted program of organized activities made possible through the use of the school building will be a real and essential contribution to the needs of a most important element in our communities.

I shall appreciate your suggestions as to what may be done along these lines in your schools.

Yours very truly,

(Signed) Joseph B. Ely, Governor.

Unemployed Youth

By Alfred E. Smith (Former Governor, in a Radio Address Urging Support of Recreational and Welfare Agencies in the Crisis).

"Boys and girls out of work need wholesome recreation even more than when they are busy. Too many people believe that

these activities should cease entirely because money is scarce. Nothing more harmful could happen to boys and girls and to young people generally than to turn them into the streets to find occupation for their enforced leisure hours, rather than in the wholesome, stimulating surroundings of social and civic agencies where they have been accustomed to find it.

"Being out of work does not make life easier for young people. There are long hours in which they cannot tramp the street or answer advertisements looking for work, and to keep up their spiritual and moral stamina over these hours of discouragement is important. If we starve out our social agencies and close recreational facilities, both public and private, we shall do an irreparable harm to this particular generation.

"This is not a plea for a national fund. It is a plea to the individual communities and to those people who have hitherto supported private philanthropies and are still able to give to their own community undertakings. People will continue to be sick and to need hospital care, perhaps more than ever as the effects of this depression are more widely felt. There will still be orphan children who need protective care and there will be old people for whom even old-age pensions will not provide."

"I am more interested in what it (a School Center) stands for than anything else in the world: you are buttressing the fortress of democracy."

Chief Justice Charles Evans Hughes.

A Mayor Considers Recreation

"In these days of stress and worriment, when all we hear is economy, high cost of government, cutting budgets and reducing salaries, it is a privilege to discuss a subject which appeals to practically everyone — recreation. I know it is most refreshing for me personally to forget economic troubles and problems that are pressing so hard on all of us in public office and to discuss something which helps change our outlook on life and tends to bring back to us the enthusiasm which makes us feel that after all life is worth while living.

"We must realize that there will be an increase in leisure time for all resulting from economic changes and that even after a return to something like normal conditions there will

be a reduction in the working day and the working week. The problem is — What shall we do with our leisure time? The answer is — Broaden the recreational activities in every community. No longer does this apply to children and young people exclusively but to all. Recreation is no longer a luxury but a necessity in every community.

"At the present time, in my opinion, there should be no cut in recreation budgets. In fact, it would almost seem that it would be proper to increase these budgets.

"We must realize that the worst possible thing that can happen to a community is for hundreds or thousands of people to have a lot of leisure time on their hands and nothing to do but to stand or sit around and discuss inequality and unfairness of conditions. Under such circumstances there will develop a class that is a menace and serious results may follow unless something is done to take up their time. This is where recreation steps in, and that is why I cannot emphasize too strongly the necessity for supervised programs in every community for every class of people."

Hon. E. T. Buckingham,
Mayor of Bridgeport, Connecticut.

"I think it would be a great mistake to curtail recreation and other human services of government to the degree that such curtailment sacrifices the health, welfare and happiness of children and youth and adults, especially those out of employment, at a time when they need these services as they have never needed them before. Now is the time when these forces for discipline, moral guidance and happiness should be sustained, not cut out. It is my judgment that there are more fruitful sources of savings to taxpayers than serious cuts in budgets of park and recreation departments, libraries and schools."

William Butterworth, Former President of the
Chamber of Commerce of the United States.

"The wise use of leisure may easily be an important, perhaps the most important influence on the future course of our civilization. People express themselves more freely in their play than in their work. When they are free they turn naturally to that which they most want to do. If these diversions are of the kind that develops the complete man, mentally,

socially, and physically, they will profoundly influence the course of human events, and have economic reverberations as well."

The Lost Art of Play, by Earnest Elmo Calkins,
"Atlantic Monthly."

"Important as it is to organize and direct the industry of the world, it is far more important to organize and direct the leisure time of the world."

George Eliot.

"The school center is the real continuation school of America — the university of true democracy."

Anon.

"Philosophy of the school center is a democratic attempt to have the people solve their own problems, with their own material and without the attitude of reform or uplift."

Anon.

DEPARTMENT OF VOCATIONAL GUIDANCE

Vocational Guidance is an educational process designed to lead a student by means of counsel to a knowledge of his own interests, abilities, and opportunities in order that he may choose his life work wisely and prepare for it intelligently.

In the foreword of the report of the Committee on Vocational Guidance and Child Labor at the White House Conference on Child Health and Protection, called by President Hoover in 1930, appears the following statement: "Any plan for child health and protection must give careful consideration to vocational guidance. Already this comparatively new movement to help boys and girls choose and prepare for their life work has proved its social, economic, and human values. And the constantly growing complexity of vocational life emphasizes the importance of extending this scientific method, to replace haphazard choice, from a few communities to all. It is safe to say that the greatest single need in vocational guidance is more vocational guidance."

At the closing session of this same Conference nineteen points embodying the main recommendations of the committees were presented. These points known as the Children's Charter go on record as the aims toward which the Conference hopes to lead public thought and action for the children of the country. Section X reads as follows: "For every child an education which, through the discovery and development of his individual abilities, prepares him for life; and through training and vocational guidance prepares him for a living which will yield him the maximum of satisfaction."

John Dewey says: "An occupation is the only thing which balances the destructive capacity of an individual with his social service — a right occupation means that the aptitudes of a person are in adequate play, working with the minimum of friction and the maximum of satisfaction."

Inglis, writing more than a decade ago on the principles of secondary education, proposed three fundamental aims for the secondary schools; the social-civic aim, the economic-vocational aim, and the avocational aim. Of the economic-vocational aim he says: "Society makes its demands on every individual to at least pull 'his own load,'" and further, "So universal a neces-

sity cannot be neglected by the schools unless it can be shown that other social agencies are equal to the task," and since they "do not accomplish such preparation adequately, the responsibility falls upon the school."

Bobbitt, in his early book, "The Curriculum," says: "The schools should deal with every normal child and youth on the theory that, when adulthood is reached, he must earn his living."

Thorndike and Gates, in a recent publication, say that "so numerous are vocations today and so specialized the preparation for them that vocational guidance and . . . vocational preparation become a necessary part of school education."

Thus we note that well-known educators over a period of years have recognized the principles of guidance and the vital place of a guidance program in an educational system. Boston was one of the first cities in the United States to put into practice the above principles. Organized vocational guidance in the Boston School system dates back to 1910 when vocational counselors were first appointed in the grammar and high schools. Previous to this date individual teachers here and there were known to be doing counseling and placement work with their own classes. There are even instances where careful follow-up work was done. With the cooperation of the Boston Vocation Bureau (later the nucleus of the Harvard University Bureau of Vocational Guidance), the School Committee of the City of Boston arranged for the appointment of a vocational counselor in each grammar and high school. At that time, since many pupils left school at fourteen years of age, or at the completion of their grammar school education, and many others dropped out of high school, occupational information seemed necessary. Talks by leading men and women in the business and industrial world were given to the counselors.

Until the year 1913 the law permitted a boy or girl to leave school at the age of fourteen years or at the completion of the sixth grade. Dislike of school generally caused by retardation was the chief reason for leaving — not a desire for work. Hence, the street corner gangs. A study of this situation in Roxbury, made possible by a generous benefactor resident in that part of the city, resulted in 1912 in the Placement Bureau, which attempted either to return these youngsters to school or to find employment for them. It was soon recognized

that good placement work could not be carried on without careful counseling, so that soon there was a close tie-up with the counselors of five grammar schools in Roxbury (Hyde, Sherwin, Dillaway, Dudley, Dearborn) which the Bureau served. Within a short time the need for this sort of help was recognized by the schools in other parts of the city and the office was removed from Roxbury to a more central location where it could serve the entire city, hence it became the Boston Placement Bureau, and for five years was supported by private funds mainly contributed by the Girls' Trade Education League (now non-existent) and the Women's Municipal League.

The vision of Miss Edith M. Howes of the Girls' Trade Education League and of Miss Mary P. Follett of the Women's Municipal League inspired their organizations to see the possibilities and the value of the work. Mr. Henry S. Dennison, President of the Dennison Manufacturing Company, and at that time Vice-President of the Chamber of Commerce, was deeply conscious of the need of counseling and proper placement, and lent his support to the cause by serving as a trustee and treasurer. Later he became a member of the Advisory Committee of the Department of Vocational Guidance. During these twenty-three years, though he has become not only a national but an international figure in matters relating to industrial problems, he has generously given of his time and advice and has been of incalculable benefit to the Department. Mr. Michael H. Corcoran, then a member of the Boston School Committee, through his loyalty and devotion and service as chairman of the Board of Trustees, was a power in the establishment of the Department of Vocational Guidance by the School Committee in 1915. Mr. Bernard J. Rothwell, a former President of the Boston Chamber of Commerce, has been a valuable member of the Advisory Committee. Mr. Lincoln Filene who made the Boston Vocation Bureau possible, and Dr. John M. Brewer, of the School of Education at Harvard University, did much in the pioneering field of vocational guidance and are members of the present Advisory Committee of the Department of Vocational Guidance. The department suffered a serious loss in the death of Miss Mary P. Follett. Her active interest in vocational guidance dated back to 1902 when she investigated some interesting phases of the work in Edinburgh, Scotland. She was a great power in the early days of the organization of the Placement Bureau. Her

vision of the work and her clear thinking through of problems made her a valuable aid to the Director to the very end. Miss Frances G. Curtis, a former member of the Boston School Committee, and always interested in the department, has been appointed to take the place of Miss Follett. Miss Edith M. Howes, chairman of the Advisory Committee since its organization, continues a devoted worker in the cause of guidance. Her wisdom has been of inestimable value.

Since the turn of the century more thoughtful consideration has been given to the aptitudes and abilities of pupils than ever before. This consciousness of individual differences in pupils has resulted in the establishment of special schools and a greater variety in the courses of study. Because of this, pupils need more aid in the proper selection of schools and courses. The increase in the number and variety of occupation as well as the technological changes resulting from the discoveries of science has meant a greater need of study in anticipation of schools and courses.

More and more of the children of all the people are in our secondary schools. This means increasing heterogeneity, which in turn means greater diversity in pupil interest and ability and of necessity greater divergence in schools and courses. All this makes individual counseling absolutely necessary. This individual counseling is the very heart of any guidance program. At the close of secondary school training, the question of higher education or work necessitates a well-formulated guidance program.

President Lowell of Harvard University is charged with saying that all education is self-education. If we accept this we can also add that all guidance is self-guidance. In other words, we are trying to develop resourcefulness that will enable a boy to make his own decisions based on adequate information.

It has been said that the class or home room teacher should undertake the educational and vocational guidance problems of her pupils. She should and does handle many of them, but principally she is held responsible for the academic instruction of the child. Generally speaking, she has neither the time nor the technical training necessary to do this phase of the work successfully. For this reason trained counselors should be placed in the schools to assist the regular teachers in the rounding out of the educational life of the child. This point can well be illustrated by the comment of a head master who recently

wrote "Of course we have home room teachers who are also without exception subject teachers. For many hours of the week it is their duty to give instruction in the classroom. There are many questions concerning the individual which come up suddenly and for the proper handling of which many teachers must be consulted. We need a person whom I like to call a free lance to take charge of the cases and carry them through to a solution. That is one of the many services which these members of your department perform. Instead of having less help from you, I am eager to have more. I cannot contemplate less service without a feeling of anxiety."

During periods of economic distress resulting in large scale unemployment, the department is confronted with greater problems than ever. One of the greatest functions of a placement department at such a time is the establishment of a morale building force among the young people. Despair and desperation take hold of many — even unbalanced minds and threatened suicides result. It requires great tact and patience — first to make clear that they are not responsible for the conditions, and second to point out what they can and should do to help themselves,— through versatility, advanced study, etc. Many young people have said "even though there are no jobs, it is a help to be able to talk the whole thing over with someone who understands." This usually follows nagging by parents and other members of the family who are impatient and sometimes ignorant of the true situation. Many young people who first called in an irate mood because of discharge from jobs or because no jobs were available, have become friends who drop in to discuss the latest moves of the government relative to employment. All of this is time-consuming, but well worth while, as it serves as a safety-valve to what otherwise might result in explosions of a kind fatal to the cause of democracy.

On the other hand, when business is booming and jobs are plentiful and wages tempting, the Department is confronted with the problem of keeping young people in school until they are properly equipped to enter the type of work for which they are best qualified. Under these conditions "passing marks" seem to satisfy instead of the best work of which the individual is capable. Hence, the danger of a mentally as well as physically lazy generation. It is the aim of the department to make these young people conscious of the need of the

best efforts of each individual. Therefore, whether in times of need or plenty, there are educational problems confronting our young people which need a continual spur to keep before them the real objectives of life. Constant study and research are necessary in order to enable the workers to counsel intelligently and wisely.

The depression has made us conscious as never before of the need of more and better training. Even at this time there is a shortage of the right type of men for the higher executive and administrative positions. Recently Dean Pound of the Harvard Law School was quoted as saying that there are too many lawyers but not too many good ones.

As a result of this many of our ambitious young people are turning back to the schools and colleges for more help. Those who cannot afford to pay tuition are profiting by the offerings of the City and State. Our own Boston Clerical School has done great service in meeting this need. A Clerical School graduate is often in demand where formerly a high school graduate would suffice. The high schools themselves have been generous in aiding through post-graduate work. Our evening high schools have been a boon to those who recognized their need, but who must struggle for work during the day.

The value of "*a personality*" is also coming to the fore. Many are beginning to see as never before the importance of the right personality. Employers, because of the large field of choice, have more rigid requirements than ever before. The consciousness of this is sending more and more back to our office for counsel and help. It is not uncommon to have graduates of several years' standing return to us. As a result of our ten-year follow-up study recently completed, several asked for help in bettering their condition. Two graduates of nineteen and twenty years' standing recently returned for educational guidance. Both claimed they knew no other place to get the advice they needed.

The junior high school, or the intermediate school as we prefer to call it in Boston, was the outgrowth of several forces or factors, not the least being "the consciousness" (as Professor Koos has said) "that the work of distributing young people to occupational life and to opportunities for further training is being bunglingly done. Both school authorities and laymen are rapidly developing an awareness of the need

for a more effective program of guidance, the need being most imperative in the school years when mortality is greatest and when the youth are beginning to fix on their lines of specialization."

Educational and vocational guidance as an integral part of the intermediate school system was recognized by the Board of Superintendents in 1928, as evidenced by the allowance of one hour each week for this work in the seventh, eighth, and ninth grades. A committee of representatives of the Intermediate Principals' Association and the Department of Vocational Guidance prepared a tentative plan for educational and vocational guidance in these grades. It was expected that the Masters would supervise the work and that counselors who instruct and guide would offer suggestions for the improvement and enrichment of the course.

In the high schools themselves where the emphasis has been changed from teaching subjects to that of teaching boys and girls, guidance becomes a necessity from which we cannot escape. Our high school situation at present is as follows: Girls' High School, Roxbury Memorial High School for Girls, Dorchester High School, Mechanic Arts High School, have full-time counselors assigned from the Department of Vocational Guidance. The remaining general high schools, because of lack of workers, are forced to have only part-time service of these specialists. One head master who has a full-time counselor writes: "My only suggestion for the improvement of the service at —— High School is that we should be furnished with another agent like Miss —— to relieve her of some of the burden."

Another head master in writing of his full-time worker says: "The following will give you some idea of the scope of activities, although it is not by any means complete.

1. Systematic interviews with pupils, particularly of Grade IX and Grade XII with all the necessary records.
2. Supervising the work of two other teachers devoting part of their time to this work.
3. Planning and supervising the class work in Guidance for Grade IX.
4. In full charge of all matters relating to placement and to part-time employment.

5. In charge of transfers (both in and out) and discharges.
6. Interviews with parents and with employers relating to employment or to educational or vocational guidance.
7. Visits to homes, sometimes acting in the nature of a visiting teacher or social service worker.
8. Visits to intermediate schools to explain the work of the —— High School and to insure the proper selection of pupils. This also includes securing the necessary "Choice of Course" blanks.
9. Follow-up reports at the end of the first and fifth years after graduation.
10. Conducts all intelligence tests.
11. Recommends transfers when boys are found to be lacking in mechanical ability, or are in the wrong course.
12. Secures and tabulates records of graduates who have entered higher institutions.
13. Recommends boys for scholarships.

Individual counseling is the very heart of guidance work. As someone has well said, "It ought not to be necessary for a child to get into trouble to receive this individual attention." All pupils in our ninth grades should be personally interviewed to make sure that there is a clear understanding of their choices and the wisdom of the same. This seems necessary in view of the present continued organization of our high schools on the eight-four plan. Again, during the second half of the sophomore year, another interview should take place in contemplation of changes in courses. The senior year is still another time when an interview is necessary in anticipation of graduation and entrance to higher institutions of learning or work.

In addition to the above, many pupils for many reasons need additional counseling and help to keep them in school and in the path of progress. Many failures can be and are prevented by these contacts. The department, so far as its resources permit, has followed the above procedure.

A great misconception of guidance has come to light during the depression. One hears that there is no need of guidance for there are no jobs to be filled. This identification of guidance exclusively with placement is an erroneous point of view. Placement is one of the integral parts of a complete guidance program, but *only one part.* It cannot be done successfully apart from the school organization. Successful placement only

takes place when there is a knowledge of employers and employment with available opportunities on one hand and on the other a careful understanding of the pupil's capacities and limitations gained from the school records. Transition from school to office or factory is difficult at best. The placement office should be constantly studying methods of reducing the difficulties. The adjustment of the individual on his job is important. At times replacement is necessary. The placement department interprets the employer to the beginning worker and helps pave the way for understanding of the young beginner by the employer.

Since 1929 the question of employment has been a serious one. Unemployment, rather than employment, has held the stage. The statistics which the department has to offer deal only with the actual calls from employers and the filling of these same calls. In addition a great deal of time has been given to helping the young people study the present economic situation as related to their personal problems. The individual has been encouraged to practise versatility in his or her efforts to find employment. Often hitherto unthought-of leads have been discovered which in an appreciable number of cases have led to the long-sought job. One real value in this method has been the keeping up of and the restoring of morale. It also has encouraged many young people to continue study in order to improve the product which they have to offer the future employer, thus improving their chances of success in the keen competition which they meet everywhere. While more training and greater proficiency are not substitutes for experience, they are valuable assets.

A study of the calls from employers and the placements made over a period of five years is significant. Apparently 1932 was the rock-bottom year as far as placement is concerned. The increase in 1933 and further increase in 1934 is encouraging to all.

The third and not the least important function of a guidance program is what we commonly speak of as "follow-up." Since the beginning of the Boston program counseling, placement and follow-up have each had a definite share. Some people have thought that the last was the greatest of the three. First of all, the most valuable material obtained for counseling purposes has come from the follow-up studies made by the department. Facts about wages and conditions of work, criticisms

of former training or lack of training, have been revealing. Much of this data is valuable in curriculum rebuilding. For example, a recent study of the graduating class of 1935 from the Girls' High School shows that of the seventy-seven (77) girls who completed the straight college course, eighty-six per cent (86 per cent) had I. R.s over one hundred (100). This fact is of significance to the vocational guidance counselors in the junior high schools. Again, it was found in a five-year follow-up study of girls that there was a close correlation between high marks and high wages.

Since 1916 an annual "follow-up" has been made of graduates of the schools with which the department has been working. This study usually takes place about nine months after graduation. In 1925, 1926, and 1927, a study was made of the classes of boys five years out of high school. Since then a ten-year study has been made of the same group. In 1929 a five-year study was made of girls and at present a ten-year study of the same group is being tabulated.

Recently the State Department of Education made a follow-up study of the class of 1934 high school graduates. Two hundred and thirty-four (234) schools are included in the report. This is the first time such a study has been undertaken by the State. A comparison of our findings with those of the State is of interest. It is significant that the unemployed throughout the State as well as in Boston represent but twenty-one per cent (21 per cent). Boston has but a seven-tenths per cent (.7 per cent) increase over the rest of the State. On the other hand, the State reports thirty-three and five-tenths per cent (33.5 per cent) employed and Boston reports forty and nine-tenths per cent (40.9 per cent). The State shows a larger per cent at school or college. Boston's two Latin Schools (Girls' and Boys') are included in the figures for the State, but are not included in the Boston figures of cooperating schools.

Supported by a grant furnished by the Emergency Relief Administration, and now the Works Progress Administration, a study is being made, under the supervision of the Department of Sociology at Harvard University, of all the records of the Department of Vocational Guidance since 1917. In a preliminary statement appearing in the press last July are these words: "The records upon which this study is based . . . are more complete and refer to a longer span of

time than similar records anywhere else in the country." It is expected that the complete report will be published in June, 1936.

Since 1900 the high school enrolment throughout the country has increased thirteen (13) times, due to the social, economic, and educational changes of our times. Since 1915 the Department of Vocational Guidance has been concentrating its attention primarily upon the general high schools and the Mechanic Arts High School due to the fact that provision had already been made for the other high schools. The Latin Schools, because of their nature, seemed not to need its services. Boston for many years has had the reputation of having more pupils per capita in high school than any other city in the country. Thus far this record has not been disputed. Since the Department of Vocational Guidance began to function, we have seen great gains in our high school population. In 1920 the graduates of the above group of schools numbered 1,910. In 1935 that number had increased to 5,246, a total gain of one hundred seventy-five per cent (175 per cent) over and above the number of graduates of fifteen years before. The increase in the personnel of the department has not kept pace with this pupil gain due to the limitations of the budget and the depression.

New York State has met the need for more and better guidance by amending its education law to include vocational and educational guidance for the minors of the schools of the State. In cities of one hundred thousand (100,000) or more, a guidance bureau is *compulsory*. In cities and towns of smaller size the Bureau is permissive. The guidance service and qualifications of the teachers employed for such work shall be approved by the Commissioner of Education. The following duties to be performed are recommended:

a. Providing information and counsel for pupils regarding educational and occupational opportunities.
b. Assembling and maintaining cumulative records of pupils.
c. Providing employment and follow-up service for minors in cooperation with existing public agencies.
d. Conducting research studies of pupils and the local educational and occupational opportunities in cooperation with existing public agencies including studies of pupils with regard to chronological, psychological and physical status.

e. Assisting in the organization of courses of study dealing with educational and occupational opportunities for use in the schools and in teaching and supervising such courses.

f. Organizing and conducting a counseling service in the schools to assist pupils in the formation of their educational and vocational plans.

This law became effective March 26, 1935.

In closing, it is well to reiterate that the greatest need of vocational guidance today is more vocational guidance.

PUBLIC WORKS OF ART PROJECT

The artists are still contributing valuable and interesting works of art to the Boston Public Schools. The outstanding accomplishment of 1935 is the completion of the "Sea Fantasy" for the Norcross School. The first floor corridor fairly sings with color and the pupils find endless delight in making the acquaintance of the strange and delicate life of the deep sea beautifully drawn and designed to fit the wall spaces. The cooperation of the Department of School Buildings in painting and lighting this corridor completes the transformation of an otherwise gloomy place into a very happy interior.

The restoration of paintings and prints in the schools has brought back the original force and beauty of many fine portraits, etchings and prints which have been in the schools for years.

Two large paintings, owned by the Society for the Preservation of New England Antiquities, have been loaned to the schools for an indefinite period, on condition that they be restored, properly framed and hung. As a result we have in the corridor of the Charlestown High School a very fine oil painting of the Battle of Bunker Hill, evidently copied from Trumbull's original by an able contemporary painter. A full length portrait of Edward Everett is also loaned to the school by that name.

Fine portraits of school officials are being painted and beautifully framed. These will hang in school halls or offices. They help to establish and perpetuate the traditions of professional dignity and high achievement which have gone into the Boston Public Schools. It is inspiring to have these visible monuments to the services of those who devote their lives to the constructive activities of education.

The expert woodcarvers in their shop in South Boston warerooms continue to produce beautiful decorative panels, reading desks, chairs, book ends and small wood sculpture. The most elaborate project is a richly carved memorial doorway now being installed at the entrance of the assembly hall of the Boston Trade School. The boys have done the cabinet and electrical work. A new reading desk with carved symbols of education will soon be placed in Room 36 at 15 Beacon street, for the use of the superintendent during his meetings with the

masters and the directors and their assistants. Several high school assembly halls have similar pieces of carved furniture.

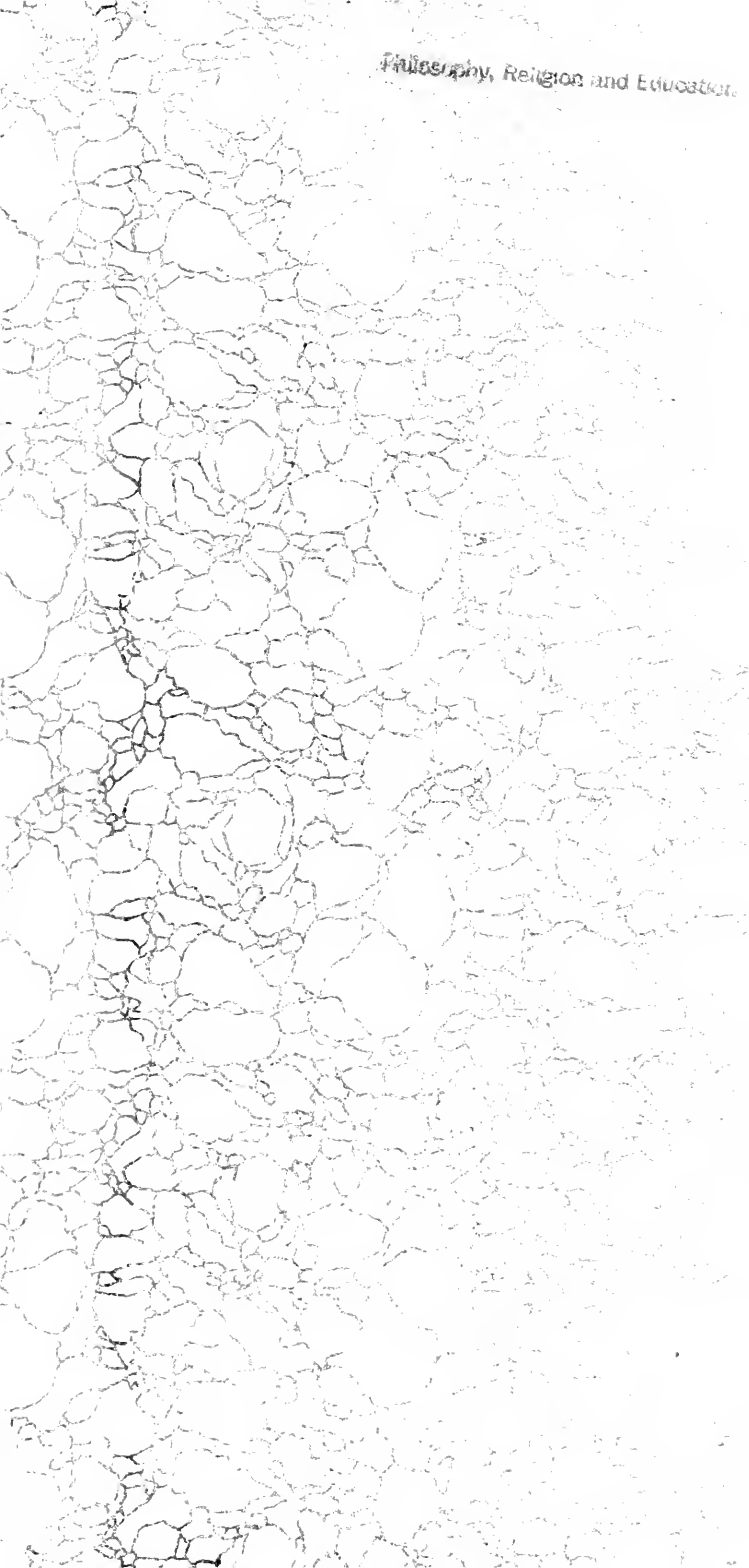
Two glazed tile panels of young Giotto and Hiawatha, learning from nature, add a delightful touch of color and meaning to the entrance corridor of the Grover Cleveland Intermediate School.

Many water color and oil pictures of ships, landscapes and still life studies are being framed and distributed to schools as completed. A large painting of The Flying Cloud hangs on the right wall of the assembly hall of the Donald McKay School. A companion picture is now being painted for the opposite wall.

These various original works of art add much to the life of the schools. Children welcome the opportunity to see original work. In some cases they see the artist at work and begin to realize the patience, skill and scholarly investigation which go into the creation of such things.

One special project should prove of great interest to high and intermediate school pupils. We have now the first of a possible series of small illuminated diorama, illustrating in full color and modeling some historic types of architecture. The first one is complete. It shows the Valley of the Nile as seen from the hills encircling Queen Hatshepsut's tomb. It is hoped that different types of dwelling may be illustrated in later models. These can travel from school to school.

The Director of Manual Arts continues to give as much supervision as possible to all these activities, keeping the standards as high as possible. The cooperation of the Superintendent, Department of School Buildings and the Masters has been indispensable. No unworthy work has been accepted and in almost every case the artist has worked far beyond the required hours in order to give full measure for the small weekly wage allowed by the Government. Owing to uncertainty of the duration of the W. P. A. work no large murals or other extensive projects are now undertaken. It seems safer to confine activities to small units of work. We can honestly feel that the schools have received a full measure of value for government money invested in the work of the W. P. A. artists and craftsmen.

Mr. Richard Morrison, Room 503, 85 Devonshire street, Boston, is Executive Secretary for the Works of Art Project of New England. All matters of employment and business administration are in his hands. His management is able and most cooperative.

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